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ABSTRACT

Guidance and counseling in the Des Moines public schools serves two major functions: (1) to address the social, emotional, personal, and developmental needs of students so they are better prepared to take advantage of academic programs; and (2) to facilitate the transition of students into the worlds of work, family, community, and citizenship. Continuous evaluation and adjustment of the program is required as knowledge about the development of children expands. As the program meets these challenges, it evolves towards a comprehensive, proactive, curriculum-based program central to the educational process. Evaluation of this program is reported in four parts: (1) "Context Evaluation," including the history of guidance and counseling, distribution of counseling positions, past studies of programs, past needs affecting current operation; governing policies, standards, guidelines, and regulations; role statement, and K-12 guidance and counseling goals; (2) "Input Evaluation," covering budget, sources of revenue, human resource expenditure; equipment, materials, supplies, training; community resources and district guidance advisory committee; (3) "Process Evaluation," detailing the impact of programs in elementary, middle school, high school, and district programs; building improvement objectives and outcomes, and honors/recognitions; and (4) "Future Planning." (Author/EMK)

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GUIDANCE AND COUNSELING

Program Evaluation 1997-98

ED 421 670

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Des Moines, Iowa 50309-3399

Focus on Program Evaluation

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

K-12 Guidance and Counseling Program
Evaluation Abstract

CONTEXT EVALUATION

Guidance and counseling programs have historically served two major functions: (1) to address the social, emotional, personal, and developmental needs of students so they are better prepared to take advantage of academic programs and (2) to facilitate the transition of students into the worlds of work, family, community, and citizenship. The Des Moines Public Schools Guidance and Counseling program continues this tradition through a continuously evolving comprehensive, developmental program. The primary goal of this program is to facilitate the optimal educational, personal/social, and career development of all students. The essence of the program is preventive, given shape by the developmental needs of children. Remedial or crises counseling is also provided when students experience difficult problems.

The Guidance and Counseling Department delivers its program in contexts of expanding knowledge about the developmental nature of children and adolescents, changing challenges to their optimal growth, changing work place demands and shrinking resources to support the program. All of these factors require the program to undergo constant change. As the program meets these challenges, it continues efforts to evolve from a reactive, service-delivery program to a comprehensive, proactive, curriculum-based program central to the educational process. To assist counselors in this task, the supervisor assumes the responsibility to provide leadership, support, and training opportunities for all counselors.

INPUT EVALUATION

The total 1997-1998 budget for the Guidance and Counseling Program is $5,218,937. The primary budget expense of $5,146,900 supports salaries for 87.5 school counselors. The budget provides for 42 elementary counselors, 20 middle schools counselors and 25.5 high schools counselors. Other major budget items include: 9 middle school clerks $36,955; one district supervisor, $60,383 and one guidance secretary $17,576; equipment, supplies, and materials $63,912; and training activities for all K-12 counselors $4,896. Another source of support is the Dropout Prevention Budget which provides for five middle school and five high school School-Within-A-School counselors and the Gifted and Talented Department that funds one gifted and talented counselor. In addition to district budget allocation, the Guidance and Counseling Program received $93,598 from a Federal Drug-Free School and Communities School Personnel Training Grant during 1994-1996. This provided for a counselor training consultant to work with secondary counselors and paid training opportunities for secondary counselors.

PROCESS EVALUATION

The Guidance and Counseling Department continually assesses the impact of the program on students. Research has been conducted to assess the personal/social, educational and career needs of students, the effectiveness of counseling activities designed to meet these needs, and to respond to questions posed by the District Stakeholders' Taskforce. Thirteen evaluation activities were conducted by elementary counselors during 1994-1997, and 12 were conducted by secondary counselors. Activities included (1) individual, small group and classroom guidance assessments, (2) systematic student case studies, (3) elementary administrator, teacher, parent and student surveys, (4) elementary counselor logging, (5) K-12 community referral surveys and (6) elementary and high school counselors structured interviews.

PRODUCT EVALUATION

With direction from the Stakeholders Task Force, thirteen elementary evaluation activities were designed and conducted to determine if counselors were meeting program outcomes and if student learning was being enhanced. Results indicate students are benefiting from classroom guidance, small group counseling and individual counseling. Activity logging indicate counselors are addressing all components of the program and the program is balanced between remedial and developmental activities. Counselors address developmental issues through small groups and classroom guidance. Remedial issues tend to be addressed through individual counseling and consulting with adults.

Students have gained knowledge and skills in the area of problem solving. Results demonstrate that third graders understood the five steps of problem solving. Fourth graders were able to identify a problem, describe feelings, and present alternatives to solving the problem. Fifth graders were able to generate approximately five solutions to every problem presented in the study. The ability to propose several solutions to a problem is highly correlated with effective interpersonal problem solving. Students have also successfully learned personal safety and transitioning skills. Case studies demonstrate that students made progress toward resolving issues that lead to the referral. They learned skills that improved their relationships with peers and adults. Students also developed strategies for improving their classwork and parents were satisfied with their child's progress. 325 referrals were made to 42 community agencies during a normal two week period indicating counselors made excellent use of available community resources to provide additional support to students and families.

Program satisfaction surveys demonstrate that teachers and administrators satisfaction with the program is high. Administrators ranked counselors highest in helping children cope with stressful situations. Assisting teachers in meeting the personal and social needs of children was second. Providing counseling services and activities of benefit to all students was third. 98% of teachers surveyed reported counselors were available for consultation when necessary. 97.5% reported counselors had good rapport with students in their classroom. 96.5% reported counselors were willing to work with a broad range of student concerns. The results of all evaluation activities provide a rich source of information about student developmental needs and the effectiveness of counselors in meeting these varied needs.

The middle school counseling program evaluation demonstrates the impact counselors had on helping students adjust and succeed in school and preparing for the world of work. During 1996-97, they facilitated over 196 small groups involving 1408 students. They also coordinated with community referral agencies to provide 70 more small group opportunities. During October, 1997 counselors made over 170 referrals to community agencies. Counselors worked to articulate students career information with high school counselors. Although results demonstrate counselors are addressing many of the educational and career needs of students, administrative and scheduling tasks significantly hamper counselors ability to meet many of the varied personal/social needs of all their middle school students. Evaluation of one middle school where the guidance curriculum is being taught shows a decline in student suspensions

The high school counseling program evaluation demonstrates counselors have a positive impact on students' personal/social and academic growth. During 1996-97 at three comprehensive high schools, over 1042 classroom guidance lessons were presented. Data collected shows the extent of which counselors utilize community resources. 458 referrals were made to accommodate student and family needs. Since the 1994 CIPP report, scholarships totaling $16,835,496 have been awarded to 1,021 students. Evaluations of one high school, where counselors have specialized roles, show that 81% of seniors maintained an individual career plan and 80% had plans to attend a post secondary institution.

FUTURE PLANS

Elementary counselors will continue to meet the personal/social, educational and career needs of students by implementing the three components of Smoother Sailing: individual counseling, small group counseling and classroom guidance. They will continue collaboration efforts with teachers, administrators, parents and student services staff. An emphasis will be on team collaboration in working with children exhibiting challenging behaviors. To enact these goals, a full time elementary counselor in each building is essential.

Middle school counselors, in collaboration with elementary and high school counselors, will increase efforts to assist students in their transition into sixth and ninth grade through a variety of counseling activities and strategies. They will help students to develop career and educational plans utilizing the Choices Futures program, teacher/advisor groups and exploratory wheel classes. Additional clerical help will be sought to allow counselors time to provide more individual counseling, small group counseling and classroom guidance. Innovative counseling programs, like Callanan, will receive assistance with evaluation from the district in order to support the pilot.

High school counselors will use data from the District Advisory Committee's students' interviews and counseling department interviews to explore ways to deliver the program in a more integrated, effective manner to all students. They will refine their individual guidance and counseling program to help all students successfully transition into the world of work or college. Innovative pilot programs at Hoover and Roosevelt will continue to be supported, monitored and evaluated, and additional pilot programs will be initiated.

The District Guidance and Counseling Supervisor and District Guidance Advisory Committee will examine traditional components of secondary guidance programs and explore ways to infuse the national school counseling standards into the program. The supervisor will encourage feeder school communication to support the district's School-to-Work initiatives and articulate the guidance curriculum across levels. The district Guidance and Counseling Advisory Committee will study the National Standards for School Counseling Programs and support counselors in their efforts to deliver their programs to all students. A copy of the complete report is available upon request from the School Improvement Department and Employee Relations, Des Moines Independent School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Please call (515) 242-7836.

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GUIDANCE AND COUNSELING

DEPARTMENT OF TEACHING AND LEARNING

DEPARTMENT OF STUDENT SERVICES
Dr. Thomas Jeschke, Director

DEPARTMENT OF GUIDANCE AND COUNSELING
Janice Kuhl, Supervisor

DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

DISTRICT GUIDANCE AND COUNSELING MISSION STATEMENT

"The Guidance and Counseling Program will provide to a diverse community of students a proactive, comprehensive, developmental guidance and counseling program designed to enhance the learning of all students."

DISTRICT GUIDANCE AND COUNSELING K-12 PHILOSOPHY

The Guidance and Counseling Program in the Des Moines Public Schools is responsive to students from diverse ethnic, social and economic backgrounds. It is based on the belief that guidance is for all students; and its purpose is to maximally facilitate student development. The program is developmental, proactive, and includes remedial and crisis counseling. In order to meet the needs of all students, the program includes goals in three distinct, yet overlapping, areas of competency: personal/social, academic, and career. The program provides a framework that allows the specific nature of an individual building program to vary according to local culture, needs and resources. The comprehensive, curriculum-based, developmental guidance and counseling program requires the cooperative effort of counselors, teachers, administrators, support staff, parents, and community.

DISTRICT GUIDANCE AND COUNSELING PRINCIPLES

The guidance and counseling program is for all students.
The guidance and counseling program is developmental.
The guidance and counseling program is an integral part of the total educational program.
The guidance and counseling program is concerned with society as a whole.
The guidance and counseling program is preventive.
The guidance and counseling program is concerned with remediation and crises counseling.

CONTEXT EVALUATION

History

The 1994 Program Evaluation Report provided a detailed chronology of the evolution of Des Moines Public Schools' Guidance and Counseling Program from 1946 through 1994. This chronology traced the growth of the program from a secondary level, limited testing clinic in 1946 through the 1991 creation and expansion of Smoother Sailing to all elementary buildings. A copy of the history and 1994 Program Evaluation Report are available from the district Guidance and Counseling Office.

Guidance and Counseling History

The history of guidance and counseling has been an evolution from a crisis remediation services model towards a comprehensive developmental program model. A limited number of counselors were originally assigned at the secondary level. Their heavy administrative workload allowed them to only work with a small percentage of students who were in crisis or in need of remedial interventions. This model precluded opportunities to proactively address developmental concerns of all students. Recent research led to a growing awareness that all students need to learn skills that will help them cope with concerns, manage their emotions, make appropriate choices as they move through a series of predictable developmental stages, and successfully transition to the world of work.

Des Moines Guidance and Counseling Program History

Historically counselors in Des Moines Public Schools were assigned at the secondary school level and functioned as assistants to the administrative arm of the school. They scheduled students, balanced class sizes, administered tests and performed technical, clerical or quasi-administrative tasks. In keeping with national trends, Des Moines Public Schools began to add counselors to middle school programs following the high school guidance model. Viewing middle school students as young high school students, middle school counselors provided basically the same services as high school counselors, including class scheduling, post-secondary education guidance, and limited crisis counseling.

Gradually from 1980 through 1987, elementary counseling positions were added. The limited number of counselors worked predominately with students in crises. In 1988, through the impetus of Smoother Sailing, a dramatic shift occurred in school counselor roles. A "Think Tank" of nationally recognized child experts created the design for this prototype counseling program. Smoother Sailing's components were designed to promote social competence and academic success for all students. The design was based on balancing counselor time among three components: classroom guidance, small group counseling and individual counseling and parent/teacher consultation. A 1:250 counselor/ student ratio and on-going counselor training was also recommended. In 1989 the Board of Education approved implementation of Smoother Sailing in ten schools. In 1991, Smoother Sailing was expanded to all elementary schools with the passing of a ten-year Instructional Tax Levy. Smoother Sailing continues to be a national prototype for restructuring school counseling programs. Focusing on the emotional, psychological, physical and academic needs of all children, its goal is to develop within each child the strength and skills necessary to reach their fullest potential.

However, while secondary counselors have encountered the same growing critical needs of students and have recognized the need to address developmental concerns of all students, redesigning their programs has been much more difficult in a context of expectations established by earlier programs and additional tasks being assigned to their guidance departments. Counselors have sought innovative ways to reach more students through classroom guidance classes and small group counseling, by more efficiently utilizing the teacher-advisor program, and by collaborating with interdisciplinary teams. However, increasing amounts of administrative and scheduling responsibilities being added to counselors job responsibilities continue to hamper these efforts.

DISTRIBUTION OF COUNSELING POSITIONS, 1987-1997

Fall of	High School	High School SWS	Middle School	Middle School SWS	Gifted & Talented	Elementary Program	Smoother Sailing	TOTAL
1986	24.0	5.0	20.0	0.0	1.0	8.5	0.0	**58.5**
1987	25.0	5.0	20.0	0.0	1.0	12.5	0.0	**63.5**
1988	25.0	5.0	20.0	0.0	1.0	12.5	10.0	**73.5**
1989	23.0	5.0	20.0	0.0	1.0	12.5	10.0	**71.5**
1990	23.0	5.0	20.0	0.0	1.0	13.0	10.0	**72.0**
1991	24.0	5.0	20.0	1.0	1.0	0.0	47.5	**98.5**
1992	24.0	5.0	20.0	3.0	1.0	0.0	47.5	**100.5**
1993	26.0	5.0	20.0	3.0	1.0	0.0	43.6	**98.6**
1994	26.0	5.0	20.0	4.0	1.0	0.0	44.9	**100.9**
1995	26.5	5.0	20.0	4.0	1.0	0.0	44.8	**101.3**
1996	26.0	5.0	20.0	5.0	1.0	0.0	44.8	**102.8**
1997	26.5	5.0	20.0	5.0	1.0	0.0	42.0	**99.5**

"Distribution of Counseling Positions, 1986-1997," shows the increase in elementary counselors over the past ten years, guidance and counseling in Des Moines Public Schools, as well as the cut in the number of counseling positions that occurred in 1993 and 1997. Relatively static growth in the number of counselors at the middle school level occurred during that same time. An increase in counseling assistance for at-risk middle school students resulted in the gradual hiring of five middle level School Within A School counselors to serve all ten middle schools.

PAST STUDIES, COMMON FINDINGS AND RECOMMENDATIONS OF THE GUIDANCE AND COUNSELING PROGRAM, 1983-1997

I. Des Moines Public Schools Evaluation Department Study; 1983-84
II. The Career Education Advisory Committee Study; 1983-84
III. Study of the Smoother Sailing Program; 1988-89
IV. K-12 Program Evaluation; 1991
V. Smoother Sailing Program Study; 1991-92
VI. Smoother Sailing Evaluation 1992-93
VII. Middle School Student Needs Focus Study; 1993
VIII. K-12 Program Evaluation; 1994
IX. Guidance Advisory High School Counselor Needs Study; 1997

PROGRAM RECOMMENDATION	Studies Listed Above								
	I	II	III	IV	V	VI	VII	VIII	IX
1. All elementary schools need an elementary counseling program	√	√	√	√	√	*	—	*	—
2. Student-to-Counselor ratios should be reduced.	√	√	√	√	√	*	—	—	—
3. In-Service training provided to counselors needs to be increased.	—	—	—	—	—	*	—	√	√
4. Administrative and clerical duties consume an inordinate amount of high school counselor time.	√	√	—	√	—	—	—	√	√
5. Counselor assistance with educational planning should be refined with responsibility for the scheduling/grading process streamlined.	—	—	—	√	—	—	√	√	√
6. Counselors need more time for individual counseling, small group counseling and career planning with students.	√	√	√	√	√	*	√	√	√
7. Differentiated areas should be assigned or examined for high school counselors to allow them to specialize in providing services.	—	—	—	—	—	—	—	√	√
8. Counselor responsibility for before/after school and noon duties should be limited.	√	√	—	√	—	—	√	—	—

√-recommended
*-addressed
-(---)-not evaluated

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Past Needs Affecting Current Operation

Several needs identified in the previous 1994 Program Evaluation Report were addressed and have significantly enhanced the ability of counselors to meet the personal/social, educational, and career needs of more students.

- A K-12 comprehensive, developmental guidance and counseling program will be successfully implemented. K-12 counselors continually strive to provide a proactive comprehensive program to all students. This program delivery system ensures the counselors' skills are used to optimum advantage; the work of support staff enrich the counseling program; the classroom teachers' already important guidance role is strengthened; and the parents and community agencies are informed and involved. A comprehensive, developmental program has been successfully implemented at the elementary level. At the secondary level, counselors continue to seek ways to deliver their program to more students. Innovative counseling delivery structures at several secondary buildings are showing great promise enabling counselors to reach more students.

- An evaluation design will be developed to improve the program effectiveness and meet the external demands for evaluation. The department is committed to regularly and systematically assessing the impact of the program on students and the educational community. Evaluation committees at the elementary, middle school and high school levels were formed; cyclical evaluation plans developed; and twenty five evaluation activities conducted.

- Student services coordinators and counselors need additional computers, upgrades for equipment and access to computer labs. All secondary coordinators and counselors have computers which can operate the CIMS scheduling program and career guidance software programs. Many guidance departments purchased additional printers for counselors and/or for the office. Access to more updated computers in labs and classrooms is still a need in order for counselors to assist students with their career and educational planning.

- Additional clerical help is needed for the middle school counseling department. Eight schools had clerical hours increased from 540 hours to 690 hours. The hourly rate of pay was increased from $5.00 to $6.00. Two schools now have full time counseling clerks.

Several needs identified in the 1994 Program Evaluation Report have not been accomplished and hamper the ability of counselors to assist students and refine their programs.

- The need to streamline scheduling has been documented in every external study made of the secondary guidance and counseling program. Student services coordinators and counselors continue to spend a significant amount of time helping with the scheduling process, handling students grades, records and adjusting the master schedule. With the implementation of CIMS, all counselors need additional training in the use of this complex program.

- Every effort must be made to stop increasing his/her student/counselor ratios at the elementary level. High student/counselor ratios decrease the effectiveness of relationships counselors form with students, parents, and teachers and prevent counselors from fully implementing all components of the Smoother Sailing program. It is critical to retain a full-time counselor in every building so all students can develop life skills taught through classroom guidance and small group and individual counseling.

- A full-time guidance consultant should be hired. Recognizing current budget constraints, the half time District Guidance Consultant position was cut. The supervisor of Guidance and Counseling strives to provide counselors with program support and technical assistance. She has worked closer with the Staff Development Department and AEA 11 to provide counselors with quality training, essential to maintaining the integrity of the program.

Governing Policies, Standards, Guidelines, and Regulations

State of Iowa Standards. 12.5(21) GUIDANCE PROGRAM. Each board operating a pre-kindergarten through grade twelve program shall provide an articulated, sequential elementary-secondary guidance program to assist students with their personal, educational, and career development. The program shall involve not only counselors but also instructional and non-instructional staff, students, parents, and community members. Facilities offering both visual and auditory privacy for counseling shall be provided. Properly certified staff shall be employed.

State of Iowa Certification Requirements. To receive the required credentials to work as a school counselor in Iowa, an individual must have a bachelor's degree in education with a teaching major, have successful teaching experience, and have attained a master's degree in school counseling at the level at which the counselor desires to work.

Confidentiality Law. Chapter 622(622.10) of the Code of Iowa. No qualified school guidance counselor, who has met the certification and approval standards of the Department of Education, who obtains information by reason of the counselor's employment shall be allowed in giving testimony to disclose any confidential communications properly entrusted to the counselor by a pupil or the pupil's parent or guardian in the counselor's capacity as a qualified school guidance counselor and necessary and proper to enable the counselor to perform the counselor's duties.

Des Moines Public Schools Multi-Cultural Guidance and Counseling Standards. The counseling program will facilitate communication, empathy and respect among students of diverse racial/cultural groups, males and females, and among students with and without disabilities. Counseling services and materials will support the qualities of nurturing, compassion, assertiveness, independence and cooperation for both sexes. Career counseling services and materials will have occupational titles that are gender-free. The content will transcend traditional bias stereotyping on the basis of race, national origin, gender, disability, and socio-economic background when encouraging career and life choices.

American School Counselor Association Standards. School counselors are accredited professionals who work in school settings with students, parents, educators, and the community. They design and manage comprehensive, developmental guidance programs to help students acquire skills in the social, personal, educational, and career areas necessary for living in a multi-cultural society. School counselors accomplish this by employing such interventions as counseling students individually or in small group, by providing curriculum-based information through group guidance, by contributing to the development of effective learning environments and by supporting student advocacy.

National Standards for School Counseling Programs. The National Standards for School Counseling Programs facilitate student development in three broad areas: (1) Academic Development (2) Career Development (3) Personal/Social Development. The standards provide the guidance, direction and the framework for states, school systems and individual schools to develop effective school counseling programs. There are three standards for academic development, career development and personal/social development. These nine standards are followed by a list of student competencies or desired student learning outcomes. These define the specific knowledge, attitudes and skills which students should obtain or demonstrate as a result of participating in a school counseling program. These competencies form a foundation which can be used as a basis to develop measurable indicators of student performance.

Counselor Role Statement: The American School Counselor Association supports the implementation of comprehensive developmental counseling programs at all educational levels. The programs are designed to help all students develop their educational, social, career, and personal strengths and to become responsible and productive citizens. School counselors create and organize these programs, as well as provide appropriate counselor interventions.

School counseling programs are developmental by design, focusing on needs, interests, and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes, with an emphasis on helping students learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development of human potential. A counseling program is an integral part of a school's total educational program.

The school counselor assists students, teachers, parents, and administrators. Three recognized helping processes used by the counselor are counseling, consulting, and coordinating: 1) Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development; 2) Consultation is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students; and 3) Coordination is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.

A school counselors work is differentiated by attention to age-specific developmental stages of growth and related interests, tasks, and challenges. Counselors organize their work around fundamental interventions. These interventions have been referred to as functions, services, approaches, tasks, activities, or jobs. In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

Individual Counseling: Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic. A one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of rights, integrity, and the welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy.

Small Group Counseling: Small group counseling involves a counselor working with two or more students together. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

Large Group Guidance: Large group meetings offer the best opportunity to provide guidance to the largest number of students in a school. Counselors first work with students in large groups wherever appropriate because it is the most efficient use of time. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered by counselors in classrooms or advisory groups. School counselors and teachers may co-lead some activities. Counselors develop and present guidance units which give attention to particular developmental issues or areas of concern in their respective schools.

Consultation: The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, or through staff-development activities.

Coordination: Coordination as a counselor intervention is the process of managing indirect services which benefit students and being a liaison between school and community agencies. It may include organizing special events which involve parents or resource people in the community in guidance projects. It often entails collecting data and disseminating information. Counselors might coordinate a student needs assessment, the interpretation of standardized tests, a child study team, or a parent education program.

K-12 Guidance and Counseling Goals

PERSONAL/SOCIAL DEVELOPMENT

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.	For students of both sexes, all races, all cultural backgrounds and disabilities to develop positive and realistic self-concepts.	For students of both sexes, all races, all cultural backgrounds and disabilities to continue growth and development of positive and realistic self-concepts.
For students to develop effective communications skills and an understanding that improved human relations depend upon increased inter-group and interpersonal communication and cooperation.	For students to continue to develop an ability to communicate effectively with individuals and groups through inter-group and interpersonal communication and cooperation.	For students to develop effective inter-group and interpersonal communication skills and increase their understanding of the feelings and rights of self and others.
For students to begin to have an awareness of the attitudes, beliefs, and rights of self and others while stimulating their respect for the uniqueness of the individual and cultural group.	For students to demonstrate an awareness of attitudes, beliefs, and rights of the self and others while stimulating their respect for the uniqueness of the individual and cultural group.	
For students to begin to communicate their feelings and appropriately respond to the feelings of others.	For students to identify, communicate, and appropriately respond to their emotions and those of others.	
For students to develop a sense of responsibility for their own behavior.	For students to continue to develop and practice responsible personal behaviors.	For students to practice responsible personal behaviors and utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health.
For students to begin to learn skills for problem solving, conflict resolution, decision making, and goal setting.	For students to improve skills for problem solving, conflict resolution, decision making, and goal setting.	For students to further develop skills for effective problem solving, decision making, and goal setting.
For students to begin to develop coping skills to deal with life changes and crises.	For students to continue to develop and practice appropriate skills for coping with life changes/crises.	For students to understand that life is a progression of changes which are unique to the individual and require coping skills and crisis management.
For students to develop personal safety skills.	For students to continue to develop and practice skills for maintaining personal safety.	See Goal 3 (High School)
For students to learn and practice the group process.	For students to expand their use of the group process.	See Goal 2 (High School)

EDUCATIONAL DEVELOPMENT

	For students to become aware of the role of leadership in daily life.	See Goal 2 (High School)
	For students to become aware of changing emotional and social needs, academic expectations, and physical development associated with middle school age.	For students to realize the influence of educational planning in living a responsible and self-fulfilling life.
For students to be exposed to situations that aid in developing knowledge needed for future educational planning.	For students to increase their involvement in their educational planning.	For students to develop an understanding of the importance of minimum educational competencies needed to function in rapidly changing society.
For students to adjust/function effectively in school.	For students to adjust/function effectively in school.	For students to adjust/function effectively in school.
For Students to practice skills that facilitate learning.	For students to practice skills that facilitate learning.	For students to utilize skills that facilitate learning.

CAREER DEVELOPMENT

For students to become aware of the diversity of career and the world of work available to both sexes, all races and cultural backgrounds, and the disabled.	For students to continue to become aware of the diversity of the world of work and related life skills available to all races, people of all cultural backgrounds, and the disabled.	For students to be actively engaged in the career and vocational development process, utilizing the knowledge that the diversity of careers in the world of work is for both sexes, all races, all cultural backgrounds, and the disabled.

INPUT EVALUATION

Budget and Sources of Revenue

Guidance counselors and district guidance and secretarial staff salaries are drawn from the General Fund. The salaries for the elementary counseling program come from the Instructional Support Levy that will be finished on June 30, 2001. (Another source of counseling support is the Gifted and Talented Department which funds the salary for one counselor. Also the Dropout Prevention budget provides for five middle school and five high school School Within A School counselors.)

Human Resource Expenditures 1997-98

1. Elementary	
Total No. of Buildings	42
No. of Counselors: Full-time Equivalent (FTE)	42
Average Salary	$41,747
Total Salaries	$1,753,392
Total Salaries with Benefits @ 34%	$2,349,545
2. Middle School	
No. of Buildings	10
No. of Counselors (FTE)	20
Average Salary	$43,320
Total Salaries	$866,407
Total Salaries with Benefits @ 34%	$1,160,985
3. High School	
No. of Buildings	9
No. of Counselors (FTE)	25.5
Average Salary	$44,832
Total Salaries	$1,143,213
Total Salaries with Benefits @ 34%	$1,531,905
4. District	
Guidance Office Administration:	
Supervisor	$60,383
Clerical Staff	$17,576
Total Salaries	$77,959
Total Salaries with Benefits	$104,465
Total Salaries and Benefits	**$5,146,900**

The human resource need is a well-trained guidance counselor possessing the skills needed to help students grow and develop to their fullest potential. All school counselors must have earned a master's degree in school counseling and a bachelor's degree in education and have had 1 year of successful teaching experience. The majority of counselors have over 20 years of combined teaching and counseling experience and 15 to 30 graduate hours beyond their master's degree.

Equipment, Materials, Supplies Budget

Cost per year of equipment, materials and supplies furnished to K-12 Guidance and Counseling Departments is $63,912. Funds are divided among all buildings based on their student population. Counselors use guidance funds to purchase equipment, materials and supplies. Examples of what the budget provides for counselors, students and staff follows.

Elementary

- Curriculum materials and children's books addressing guidance and counseling issues
- Tables, student chairs, files, computer software, video equipment
- Reference materials and books for parents, staff, and the counselor
- Printing of information and activities for students, parents, and staff
- Iowa Test of Basic Skills study skills pamphlets

Middle School

- License fee for Choices Futures, student portfolios, and career interests checklists
- Computers, software, printers, digital cameras, video equipment
- Tables, chairs, locked files, televisions and video equipment
- Career interest and aptitude assessments, and pamphlets
- Reference materials, videos and books for counselors, students, staff and parents

High School

- Computers, software, printers, tables and audio-visual equipment
- License fees for College View, Guidance Information System, and Choices
- College preparation books, test-taking software and books
- Student career portfolios, career center materials, and other School-To-Work resources
- Planning for Work/Planning for College booklets for all juniors

District Funds

Cost of Training 1997-98

Elementary	$2,583
Middle School	$2,859
High School	$2,683
Total Training Budget	$8,125

The district contribution to training K-12 counselors for the 1997-98 school year is $8,125. The average cost of training for each elementary counselor is $62; middle school counselor, $114; and high school counselor, $101. More funds are allocated at the middle and high school levels due to their involvement in technology training and the need to refine their program and develop guidance curriculum.

Community Resources

Counselors and the Guidance and Counseling Supervisor collaborate closely with a variety of community agencies to meet the diverse needs of students, parents, and staff. This cooperation includes referring families to community resources and enlisting the support of various community agencies in the school guidance and counseling programs. Agencies providing assistance to the schools includes: Central Iowa Regional Planning Board, Heartland Area Education Agency 11, Iowa State University Extension Service, Des Moines Police Department, Employee and Family Resources, Department of Human Services, Young Women's Resource Center, Youth Emergency and Shelter Services, College Aid Commission, Family Violence Center, Youth Law Center, Child Guidance Center, Pace, Polk County Victims Services, Hospice, Iowa Methodist Hospital, Iowa Lutheran Hospital, Mercy Franklin, Broadlawns, Children and Families of Iowa, At Risk Consortium, Amanda the Panda, Boy Scouts, Upward Bound, Red Cross, and many others.

Local Post Secondary Educational Institutions

The district guidance and counseling department and counselors have utilized resources and coordinated activities with various local post secondary educational institutions in the planning and implementation of goals relating to students educational and career needs. American Institute of Business, Des Moines Area Community College, Drake University, Grandview College and others have provided a variety of programs offering students information and experiences as they make educational and career decisions. Examples include the Upward Bound Programs which encourage students to continue their education after high school and the Annual Golden Circle College Fair which provides students with first hand information regarding nearly 200 post secondary opportunities.

Area Education Agency 11

Heartland AEA 11 serves the Des Moines Guidance and Counseling Program in several areas. Heartland supports new counselors in our schools by conducting an orientation program early in the year and provides individual follow-up support and consultation throughout that first year. The Des Moines supervisor of guidance and counseling consults and collaborates with the Heartland guidance consultant assigned to the Des Moines Schools. Heartland collaborates with Des Moines in planning workshops and professional development opportunities for school counselors. The Heartland guidance consultant serves on the District Advisory Committee. Heartland also provides program resources such as curriculum materials and videos.

District Guidance Advisory Committee

The Guidance Advisory Committee meets quarterly. The Guidance Advisory Committee, comprised of parents, students, representatives from the business community, administrators, and counselors, work to support and improve the Guidance and Counseling Department. The committee provides the department with valid feedback and perspectives from the broader community and represents the community in identifying needs, reviewing current programs, advocating for the counseling program, and communicating findings with the school administration, families, and the community.

PROCESS EVALUATION

Elementary Guidance and Counseling Program

Smoother Sailing's integration into the total educational program began in a unique manner, drawing together the interests and resources of community leaders and school personnel to address social issues having a negative impact on children. Smoother Sailing has continued to draw strength from these roots, convening a group of stakeholders in the spring of 1994 to advise the development and implementation of a comprehensive evaluation of Smoother Sailing. Members of the stakeholders' group represented a number of populations with interests in Smoother Sailing, including the business community, parents, students, school board, teachers, principals, district administrators, Area Education Agency 11, legislators, and professional organizations.

Through a series of meetings, the stakeholders' group developed a series of questions, which if answered would allow them to evaluate the success of Smoother Sailing. Those questions have become an important guide in developing a long term, comprehensive evaluation plan for Smoother Sailing. Through a sequential series of research activities, the definition, philosophy, goals and objectives of Smoother Sailing have been reviewed and revised to meet the changing needs of students. Resources, staffing and budgets have been reviewed in order to determine the degree to which they are adequate to support the mission of Smoother Sailing.

Stakeholder's Questions and Related Outcomes

A. Is Smoother Sailing helping students:

1. resolve/master developmental tasks;
2. reduce time spent resolving inter-personal conflicts (fewer peer confrontations and able to express feelings appropriately);
3. improve their preparation for school;
4. improve their self-esteem;
5. increase their acceptance of diversity;
6. develop a sense of responsibility for their own behavior;
7. become aware of how they are influenced by groups and how they, in turn, can influence group action;
8. become aware of the diversity of careers and the world of work available to both sexes, all races, cultural backgrounds, and the disabled?

B. What is the long term impact of Smoother Sailing with respect to:

1. communication between families and school;
2. students' academic success;
3. students' knowledge of safety skills, child abuse and substance abuse;
4. the number of cases of child abuse, youth substance abuse and youth violence?

C. Are teachers, parents and administrators satisfied with Smoother Sailing? Do students believe they benefit from the program?

The elementary counselor evaluation committee is committed to responding to all these questions. Since the 1994 CIPP report, they have successfully completed thirteen evaluation activities to address the Stakeholders' questions and to measure the impact of the counseling components on meeting the program goals and outcomes.

Stakeholders' Program Review

All 44 elementary counselors were interviewed by members of the stakeholders' group in 1995 to record how they manage the guidance and counseling program. Along with other information, the stakeholders recorded the number of classrooms and small group sessions offered to students during an average week.

Smoother Sailing Weekly Impact at 41 Elementary Schools	
Average number of classroom guidance lessons per week	528
Average number of students receiving classroom guidance lessons per week	1,352
Average number of small group sessions per week	583
Average number of students participating in small group per week	2,915
Average number of individual counseling sessions per week	820
Average number of students participating in individual counseling per week	820

Smoother Sailing Weekly Impact At A Building Level	
Average number of classroom guidance lessons per week	12.8
Average number of students receiving classroom guidance lessons per week	275.2
Average number of small group sessions per week	14.2
Average number of students participating in small group per week	71
Average number of individual counseling sessions per week	20
Average number of students participating in individual counseling per week	20

1996-97 Program Logging

Comprehensive school guidance and counseling programs direct efforts toward addressing the needs of all students through a clearly defined program structure. Counselors conduct a number of activities in their efforts to address the needs. These activities may be categorized into (1) consultation with parents and teachers, (2) program management, (3) classroom guidance, (4) small group counseling, and (5) individual counseling.

An important focus of program evaluation includes determining if all of the main components of the program are in place and consistently operating. The evaluation team designed a logging evaluation activity to address this focus. Recognizing the time constraints faced by counselors, it was determined that each counselor would log his or her activities for two days a month for seven months. The days were randomly selected. Compiling the logging data from all counselors in all building across the district during the school year provides a wealth of valuable program information to study.

Classroom Guidance Curriculum Delivery

The classroom guidance units which comprise the curriculum represent years of work, designing and refining the activities across grade levels. A committee of counselors completed a seminar in writing test items and created pre/post tests for three of these units: Personal Safety, Transition, and Problem Solving. Staff from the Department of School Improvement and Employee Relations and the Smoother Sailing Consultant reviewed the items.

- Personal Safety Unit Pre-Post Curriculum Test

  The 10 item pre/post unit test for Personal Safety was developed by counselors. All items were reviewed by the trainer for wording and format and by the Smoother Sailing Training Specialist to determine if all program objectives for the Personal Safety curriculum unit were addressed. The review indicated that 3 of 4 program objectives associated with Smoother Sailing program goal 8 for grades 3-5 were addressed by at least 1 test item (see Table 1). Results of this edit comprised the pilot form of the pre/post test.

Table 1 Match Between Program Goals and Test Items

Goal : For students to develop personal safety skills

Developmental Objective: Grades 3-5	Test Items
Refine the skills of identifying dangerous or unsafe situations	1,2,3,4,5
Identify and discuss situations which are potentially unsafe	6,7
Learn to recognize and utilize appropriate community support systems	
Develop and practice effective responses to unsafe situations	8,9,10,11

The pre/post test was piloted during the 1994-1995 school year as a post test only to 5 fifth grade classrooms in 3 elementary schools. Students at the 3 schools achieved a mean score of 89% on the post test. As a result of the outcomes of this pilot study, a recommendation was made to re-pilot the Personal Safety pre-post test in 1/4 of all third grade classrooms. The second study of the Personal Safety pre/post curriculum unit test was conducted during the 1996-1997.

- Transition Unit Pre/Post Test

  The transition from elementary school into middle school poses a challenging time for students and is often accompanied by uncertainty and stress. The counselors developed a unit which addresses many of the fears experienced by students as they transition into middle school. A pre-post survey was designed to evaluate it. The survey includes three major sections: (1) positive and negative feelings that fifth grade students may experience as their final year in elementary school nears its end, (2) coping strategies students may employ to deal with their feelings about entering middle school and (3) the perceived helpfulness of specific activities conducted by counselors as a part of the Transition curriculum unit.

  Counselors administered the pre survey prior to teaching the Transition unit and the post survey following teaching the Transition curriculum unit. Seven middle schools returned both pre and post survey results. The pre survey data represents the responses of 439 students, and the post survey data represents the responses of 417 participants.

- Fifth Grade Problem Solving Study

  Smoother Sailing provides a variety of opportunities for children to learn effective interpersonal problem solving skills. Previous studies determined that Smoother Sailing counselors have been successful in teaching children the basic steps in problem solving. This study was designed to assess the ability of students to generate alternative solutions. The sixty randomly selected fifth grade students, who participated in the study, have received interpersonal problem solving training through the curriculum developed for Smoother Sailing. The *Middle School Alternative Solutions Test (AST)* was selected as the instrument for this study. Students responded to three hypothetical "problem" situations typical of problems encountered by children. The three story stems include situations involving sharing, being picked on, and being bothered.

  Student responses were rated for the number of non-redundant solutions offered by each child which were directed toward the specified goal of each problem situation. Response analysis categorized responses into one of six content categories:

  1. Aggressive: physically hostile infringements on the party's person or possessions; verbal insults; threats to do physical harm; use of deceit or intimidation to obtain a goal.

  2. Passive: solutions in which the subject sacrifices his or her own rights and allows the other party to meet his or her own issue.

  3. Help Seeking: solutions in which the subject involves someone else in solving the problem. This can take the form of getting the person in trouble with an adult, soliciting help from an adult, or getting help from peers.

  4. Non-confrontational: solutions in which the subject meets his or her own needs immediately or later, and avoids a confrontation, argument, discussion or fight with the other person.

  5. Assertive: solutions are non-aggressive statements or questions used to assert or defend one's rights; requests for redirection of the other person's behavior; non-violent warning; and questions about the other person's motives or perceptions.

- Fourth Grade Problem Solving Study

  Forty 4th grade students (20 at each of two schools) were randomly selected to participate in a study to assess problem solving skills. As a part of the design, students were interviewed to determine how well they could demonstrate or apply problem solving skills by suggesting solutions to six hypothetical, but real to life situations. Examples of the six situations were "What would you do if someone takes something away from you?" and "What would you do if someone is sad about their parents divorce?" The cognitive understanding of the problem solving process was also assessed with the same group being asked to name in order the steps of a problem solving process or model that had been studied in guidance class. The steps included identification of the problem, determining choices available, indicating consequences, and determining the best solution.

Small Group Counseling

Counselors provide opportunities for all students to participate in small group. Children generally relate better in groups. Their interpersonal skills are enhanced as they give and receive support and acceptance from peers. Referrals for groups come from teachers, parents, principal and the student.

- Small Group Survey

  The number of groups and topics offered at each grade level across the district during first semester of 1995-96 school year were recorded to assess how consistently groups were offered.

Individual Counseling

Individual counseling allows students the opportunity to look at concerns within a confidential setting. The main emphases is developmental, however, crises situations arise daily and are addressed.

- Individual Counseling and Community Referral Survey
  Data were collected during the spring of 1995 to assess if counselors were making effective use of available community resources to meet additional needs of students referred for individual counseling.

- Individual Case Studies
  The individual counseling component was the focus of examination during 1995-97. The children seen individually by counselors present many different problems with varying degrees of severity. Case studies have been an approach of choice when assessing situations of such variability. During 1995, 25 counselors submitted a case study representative of typical students referred for counseling.

- Individual Case Studies on Students Exhibiting Challenging Behaviors
  Six counselors selected one student from grades K-5, who exhibited a range of challenging problems including bringing a weapon and cigarettes to school, attention difficulties, study skill deficiencies, peer and social conflicts, severe aggression and defiance, grief and loss, excessive school absences and running away behaviors. Counselors observed students, interviewed students, teachers, and parents, and referred to cumulative records, Building Intervention Cadres and Child Study Teams or outside resources as doctors and therapists. Counselors designed a network of strategies for intervention. Counselors kept detailed records of their work with the child. Information from all the case studies were compiled and the data analyzed.

Program Satisfaction

- Teacher Satisfaction Survey
  During the spring of 1994 and 1995, teachers completed surveys designed to assess their perceptions of how well Smoother Sailing was accomplishing its mission. Teacher satisfaction was measured through a series of 12 statements reflecting Smoother Sailing program goals.

- Building Administrator Survey
  At the end of the 1991-1992 and 1993-1994 school years, elementary building administrators completed a survey asking for their perceptions concerning the effectiveness of Smoother Sailing counseling activities.

- Parent Satisfaction Survey
  In the fall of 1997, 253 parents of second, third, fourth, and fifth grade students at three schools were surveyed to assess parent satisfaction with the Smoother Sailing program. Parents responded to questions indicating their awareness of and satisfaction with the Smoother Sailing counseling components.

Middle School Guidance and Counseling Program

To meet the personal/social, academic and career needs of middle school students, counselors provide students counseling and guidance through classroom guidance, small group counseling, and individual counseling. Counseling and guidance interventions address the following.

Personal/social domain. Counseling activities address life skills, problem solving and conflict resolution, decision-making, and personal responsibility. Counselors work with students individually or in small groups. Small groups are conducted not only by school counselors but are facilitated or co-facilitated with community agencies staff. Crises counseling often involves referral to appropriate community agencies such as the Student Assistance Program. Counselors also use the teacher advisor program and/or exploratory wheel classes to deliver the guidance and counseling curriculum to more students. The Callanan counseling department, for example, teaches a life skills course for all seventh and eighth graders. Counselors in other middle schools work with the teams to present the curriculum.

Educational domain. Counselors help students adjust and function effectively in school. Activities include helping students with their educational planning and class scheduling, monitoring their academic progress, providing study skills groups, conferencing with parents, teachers, and students, meeting with the Child Study Team, and coordinating with outside agencies regarding special services. Counselors help students as they transition from grade level to grade level. Examples include: feeder school visitations, incoming student orientation and retreats (5th to 6th grade). Educational planning activities specifically focus on review of policies and procedures (6th to 7th grade) on specifying academic and elective interest areas (7th to 8th grade), and on requirements for graduation (8th to 9th grade).

Career domain. Counselors help students become aware of the diversity of the world of work and the related necessary skills. Counseling activities are based on the National Career Development Guidelines. Curriculum delivery again varies by building. Counselors utilize the teacher-advisor program, exploratory wheel classes and regular classrooms. Activities include providing job shadowing opportunities, attending career seminars, and presenting career units. Using Choices Junior or Choices Future, computer-based career programs, counselors provide students with the opportunity to take a career inventory , explore different careers, and determine their educational plan. Counselors also work closely with their feeder School-To-Work Teams and the Career and Technology Department.

Program Evaluation

The middle school evaluation committee developed a three year plan to determine the impact of counseling and guidance interventions. The following evaluative activities were conducted during the 1996-97 school year by counselors and student services coordinators in all ten middle schools.

- Small Group Counseling
  Group counseling is a developmentally appropriate intervention for use with middle school students who are confronting developmental needs common to all middle school students, as well as those life situations that often impede optimum development. The number of small groups formed and sessions conducted, the number of participating students and the focus of the groups were recorded.

- Community Referral survey
  Data was collected during the fall of 1997 to determine the degree to which counselors make use of community resources to meet the additional personal/social needs of students and families.

- Space Audit Summary
  Middle school counselors conducted a small group counseling space audit to see where groups were conducted in their buildings and how adequate the facilities for group counseling were.

- Career Awareness Offerings
  Middle school counselors were surveyed to determine how they were meeting the career needs of middle school students and to determine what career resources were most effective.

High School Guidance and Counseling Program

High school counselors conduct a program similar to that at the middle school. Examples of counseling activities addressing the following three domains follow.

Personal/Social Domain. There is a greater focus on life skills, health awareness, responsible decision making and school to work activities. Counselors provide individual personal counseling, crises counseling and brief family counseling, as the need arises. Small group counseling dealing with specific student needs is also offered. To insure and increase the availability of personal counseling services, some schools have designated a specific counselor to respond to the critical needs of students and families. However, there is a constant effort by all counseling departments to rearrange administrative duties to allow time to provide for the personal and social needs of students.

Educational domain. Counselors support students in realizing the importance of designing and successfully implementing an educational plan. A strong emphasis is placed on assisting students in completing their graduation requirements and implementing their post secondary and vocational plans. Counselors work with all students either individually, in groups or through classrooms to plan schedules for the coming school year. Ninth grade students prepare the first year of a four year educational plan which is reviewed and monitored as they progress through high school. Some counselors provide progress reports to parents to keep them informed and involved in their children's academic progress.

Career domain. Counselors support students with their career plan and preparing to transition into the world of school or work. Coordinating job fairs, career days, college/financial aid nights, and college representative visitations are a few examples of the activities for which counselors are responsible. Students also learn how to take entrance exams, develop test-taking skills and learn how to write resumes. Counselors identify and coordinate a variety of community based programs which provide career information and opportunities. Mentoring and job shadowing provide for student interaction with community resources. Grade level newsletters and Road to College/Road to Work provide information to students about both college and career planning. Counselors strive to integrate career information into the high school curriculum. Hoover High School, for example, is using homerooms to accommodate focus on career paths. Implementing career portfolios at East High School will facilitate counselor monitoring of the activities completed by each student as they complete their individualized career plan. Roosevelt works closely with the English department to insure that each student completes a career plan. During 1996-97, either Guidance Information System or CHOICES, career computer-based systems, were installed on counselor computers and available computers in labs, classrooms, and libraries.

Program Evaluation Activities

•Classroom Guidance Activity Summary
Three of the comprehensive high schools tallied classroom guidance sessions conducted during 1996-97 school year. They also recorded the topics covered.

•Community Referral Survey
Data was collected during April of 1997 to determine the degree to which counselors make use of community resources to meet the personal/social, educational, and career needs of students.

•Information from 1997 Senior Survey and Graduate Destination Plans
With assistance from the Department of School Improvement, the senior surveys and destination plans were reviewed to evaluate if counselors were successful in helping students with educational and career planning.

•Scholarship Information
Counselors play a pivotal role in assisting students in their search for financial aid. The destination plans were also reviewed to see how many dollars were awarded and what percentage of students received financial assistance.

•Roosevelt Guidance and Counseling Program Evaluation
The pilot at Roosevelt was studied to determine if reorganizing the structure of the guidance department and roles of the counselors would result in more students successfully meeting the goals and outcomes of the guidance and counseling program.

Innovative Delivery Structures
The general goals of the high school guidance and counseling programs remain consistent throughout the district. Individual schools, however, continue to devise individualized and innovative means of delivering the programs and activities that serve students within the framework of their building goals. Exciting new delivery systems currently being implemented at individual schools follow.

Roosevelt: Efforts to reorganize the Roosevelt High School counseling department represents a major shift away from the traditional concept of counseling where one counselor is responsible for a specific group of students. Each counselor's specialized skills are those utilized to ensure that the needs of all students are met in the most effective way. The Roosevelt Counseling Team includes the Student Services Coordinator, Advanced Education Counselor, Educational Progress Management Counselor, Career Education Counselor, Student and Family Support Counselor, Personal/Social/At Risk Counselor and Response Counselor. Each counselor has familiarity with each area, yet any student or parent has access to any counselor. The team approach is intended to ensure that all critical development areas are addressed systematically, within a curricular framework, and with sufficient breadth to provide the support and information that all students need to be successful in school.

Hoover: An effort to bring school-to-work into overall school improvement and to infuse career development in all grades is underway and funded in part by the Tech Prep Model Framework Project. At the center of the effort is a program called Career Pathways. All staff members were aligned into one of the six Career Pathways. Students chose a Career Pathway Home Room based as their interests. The Career Pathway Teams provide students with the opportunity to:

- have a career plan regardless of interests, ability, talents, or educational aspirations
- have an area of focus along with a variety of ideas to pursue as they make decisions
- see the relevance between their school courses selected and their future success
- explore the career options that are specific to each of the pathways.

To improve services to students, counselors are completing an internal study in conjunction with the effort to bring school-to-work into overall school improvement and to infuse career development in all grades. Two facets are being examined: development of a dynamic career center and restructuring of the counseling department to better serve all students. Currently, four counselors take responsibility for all career education, individual and group counseling, testing, and post secondary career planning for a designated group of students along with other assigned responsibilities. Streamlining and reorganization of tasks are paramount to improving the department.

Lincoln High School The counseling department is using business women in the community to work directly with and to empower young junior and senior women. The goals of the mentoring project are to expand student's knowledge of education and career options for women, to provide practical information about the transition to college, and to use the mentee's personal experience to help build the self esteem of younger women. Over forty students meet with their mentors monthly and dialogue on topics like surviving your career choices and changes, handling the forms and tests, and leaving home. Roosevelt students are also planning to join the group during this school year. The SWS counselor also uses mentors and special group activities to assist ninth and tenth grade students in the development of social skills and long range educational and vocational plans.

North High School The counseling team is actively involved in two major projects. First, the school has set as a building goal to increase the extent to which North students experience success as they transition from one grade to another and from school to the world of work. All students have been placed on a mixed grade level team of about 15 students called a Planning Team. Each team is headed by an adult from the professional staff. Planning teams meet once a month to help students maintain academic records, set short/long term goals, investigate career pathways, develop and maintain a portfolio, schedule class and have a positive school experiences by building a relationship with this responsible adult. The counselors work with the planning coaches to provide information on careers and educational opportunities and planning and personal counseling.

North is beginning a new program for students who wish to pursue a career involving technology. In Project Hope students can get extra help with academic development, assistance with enrollment at Central Campus and DMACC, placement in paid internships, and help with finding a good paying job. The counselors and the work experience coordinator work together to manage this program.

East High School "House" In this specialized effort, approximately one hundred ninth grade students work with a team of teachers and a counselor to form a cohesive group referred to as a house. This effort is intended to provide comprehensive education, mutual support and a proactive guidance and counseling program to a smaller group of students.

District Guidance and Counseling Program

District Guidance Advisory Committee
The Guidance Advisory Committee, working with the Guidance and Counseling Department, selected high school counseling programs as one focus for their work during the 1995-1997 school year. Becoming acquainted with the various programs operating in the seven high schools, Central Academy and Central Campus was an exciting challenge. The committee decided to interview students and counseling staffs in order to better understand and support the program.

High School Student and Counseling Department Interviews
The committee interviewed randomly selected groups of students at each of the high schools. They were asked to discuss their school environment, their educational experience, what they needed most to be successful, and what their main concern and worries were. The interviews provided valuable information for the advisory committee members and counseling departments.

The committee interviewed the counseling staff at each high school and asked the following questions. What is happening in your program to help students acquire and demonstrate personal/social skills, to develop an educational plan, and to create a career plan? What else would you like to see happen and what do you need to make this happen? Interview results were compiled and shared with all high school counselors and coordinators at a summit. Each department had the opportunity to discuss their program and concerns with other counselors and with members of the advisory committee. Action plans were developed, shared, and are continued to be refined on during 1997-98 school year.

Staff Responsibility Statements

Elementary School Counselors
The responsibilities of the elementary counselor are to (1) implement a comprehensive, developmental guidance and counseling program that serves all children by providing individual, small group counseling and classroom guidance with students regarding personal, social, and academic matters; and (2) work with parents, teachers, administrators, support staff, and the Supervisor of Guidance and Counseling in the implementation and continuation of guidance and counseling services. The average counselor to student ration is 1:365.

Middle and High School Counselors
The responsibilities of the middle and high school counselor are to (1) provide sequential and developmental individual and group counseling with assigned students regarding social, academic, personal, and career related matters; (2) work with parents, teachers, administrators, support staff, and the Supervisor of Guidance and Counseling in the implementation and continuation of guidance and counseling activities. The average middle school counselor to student ratio is 1:333 and high school counselor to student ratio is 1:368.

Middle and High School Student Service Coordinators
The responsibilities of the middle school and high school student service coordinators is (1) provide leadership in developing, refining, implementing, and evaluating the guidance and counseling services of the assigned school; (2) work with the building staff, students, and administration on designing and implementing a comprehensive schedule of courses; (3) manage the building guidance budget; and (4) report to and represent the Supervisor of Guidance and Counseling in building and district matters. The average middle school student services coordinator: student ratio is 1:336 and high student services coordinator to student ratio is 1:155.

School-Within-School Counselors
The responsibilities of the SWS counselor are to (1) develop, implement, and refine a program of guidance and counseling activities to meet the personal/social, academic, and career need of identified at risk students in the assigned building(s); (2) work with parents, students, administration, teachers, support staff in the implementation and continuation of guidance and counseling activities for at risk students; and (3) report to and coordinate activities with the School-Within-A-School Coordinator and the Supervisor of Guidance and Counseling. The average middle school student counselor to student ratio is 1:26 and high school school within school counselor ratio is 1:173.

Supervisor of Guidance and Counseling
The responsibilities of the Supervisor of Guidance and Counseling are to (1) support the district's mission by providing the leadership for developing, refining, implementing, and evaluating the K-12 Guidance/Counseling Program; (2) conduct activities to upgrade counselor skills; (3) assist counselors in their complex jobs of helping students deal with educational and personal problems that may keep the students from learning and planning for the future; and (4) manage the district guidance budget. The Supervisor of Guidance and Counseling reports to the Director of Student Services. The supervisor to counselor/student services coordinator ration is 1:100.

Staff Development

1996-97 Elementary Counselor Staff Development or Presentations

42 counselors attended over 49 different professional workshops focused on:	
•children with Challenging Behavior	•conflict Resolution
•Cultural Diversity	•ADD/ADHD
•Violence Prevention	•Using Computers
•Grief	•ESL

42 Counselors attended several of the 26 separate district-provided training sessions focused on:	
•Chronically Disruptive Children	•Neighborhood Schools
•Service Learning	•School to Work
•Technology	•Child Abuse

32 Counselors made presentations to parents, staff, business community, educational community, youth on such topics as:	
•Parenting Skills	•Troubled Children
•Bullying Behaviors	•Conflict Resolution
•Homework	•Personal Safety

1996-97 Middle and High School Counselor Staff Development or Presentations

10 counselors participated in training sessions on group counseling sponsored by the US Dept. of Education Drug Free Schools and Community Training Grant. Topics include:	
•Group Therapy/Counseling/Guidance	•Confrontation Skills
•Group Counseling/Coping Skills	•Intervention Skills
•Family Problems and Counseling	•Referral Sources

40 counselors attended several of the 52 separate professional workshops locally or nationally focused on:	
•Counselors Role in School to Work Programs	•Conflict Management
•Career Education	•Narrative Counseling
•Small Group Work	•Counseling Youth with Challenging Behaviors
•Crisis Prevention Institute	

Attended 32 separate district-provided training sessions focused on:	
•Counseling Department Issues	•Interdisciplinary Teaming
•Stress Management	•Scheduling
•Crises Management in Schools	•Connecting with Community Agencies
•Rubrics Collaboration Skills	

22 counselors made 38 separate presentations to parents, educational community, and youth on such topics as:	
•Educational strategies for gifted youth	•Test Taking Skill
•Strategies for at-risk youth	•Conflict Management
•Career/College Planning	•Study Skills

PRODUCT EVALUATION

Elementary Guidance and Counseling Outcomes

School counselors serve and are accountable to a variety of publics in the school and community. Measuring how counselors are meeting program outcomes demonstrates the effectiveness of a comprehensive developmental school counseling program. Since the 1994 Program Evaluation, the following thirteen evaluation projects have been conducted to measure the success of Smoother Sailing.

Classroom Guidance and Delivery of Curriculum

The number of classroom guidance sessions offered at each grade level across the district and topics covered were recorded during the first semester of the 1995-96 school year. The Smoother Sailing Curriculum is taught by counselors in collaboration with teachers throughout the school year. Counselors develop their own schedule for delivering these units, based on building needs.

Number of Classroom Guidance Sessions By Grade Level, First Semester 1995-96

Curriculum Unit	K	1st	2nd	3rd	4th	5th	Total
Problem Solving/Conflict Resolution	23	25	35	30	32	28	173
Personal Safety	27	24	26	23	18	18	136
Friendship/Cooperation	22	23	19	12	20	13	109
Self Esteem/Drug Awareness	22	11	14	13	14	15	89
Feelings	22	15	11	6	6	6	66
Social Skills/Self Responsibility	24	6	9	16	4		59
Life Changes	3	4	11	5	12	11	46
Test Taking/Study Skills				13	8	4	25
School Adjustment/ 5th Grade Transition		3	10			12	25
Total By Grade Level	143	111	135	118	114	107	728

Small Group Counseling

The number of groups offered at each grade level across the district during the first semester of 1995-96 school year were tallied and topics covered in the groups were recorded to determine how consistently this component of Smoother Sailing was being implemented across the district. Approximately 6,147 group counseling sessions and 30,735 student contacts occurred during this semester.

Number of Small Group Sessions by Grade Level, First Semester 1995-96

Group	K	1st	2nd	3rd	4th	5th	District Total
Friendship/Social Skills	289	445	519	530	329	377	2489
Feelings/Self Esteem	190	287	307	188	346	189	1507
Family & Life Changes	12	43	92	166	257	214	784
Problem Solving/ Conflict Resolution	47	112	92	98	96	147	592
School Adjustment/Transition	14	50	15	96	102	66	343
Group Skills		33	24	20	78	107	262
Personal Safety	21	7	9	27	18	12	94
Substance Abuse		4	6	12	18	30	70
Leadership					3	3	6
Career				3			3
Total By Grade Level	573	981	1064	1140	1247	1145	6150

1996-97 Logging of Counseling Program

Compiling the data across all counselors and across all months generated a picture of Smoother Sailing as a comprehensive guidance and counseling program. Activity logging was accomplished through the use of prepared activity cards representing the five main areas of activity identified by the evaluation committee: (1) Program Coordination, (2) Consultation-Adult Activities, (3) Individual Counseling, (4) Small Group Counseling, and (5) Classroom Guidance. For each activity, counselors indicated on the appropriate card, the amount of time devoted to the activity and the focus of the activity. Table 1 shows the focus options.

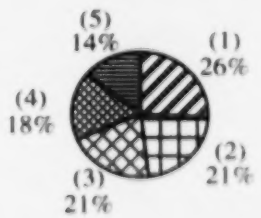
(Table 1) Focus Options by Activity

Program Coordination	Consultation-Adult Activities	Classroom Guidance	Small Group Counseling	Individual Counseling
Correspondence	Administrator	Problem Solving	Attendance	Attendance
Scheduling	Community Rep	Life Changes	Decision Making	Decision Making
Planning	School Counselor	Personal Safety	Behavior	Behavior
Newsletter	Parent	Friendship	Peer Relations	Peer Relations
Phone Calls-Parents	School Psychologist	Self-Esteem/Drug Awareness	Social Skills	Social Skills
Phone Calls-School Personnel	Teacher	Social Skills	Life Changes	Life Changes
Legal	Building Cadres	Study Skills	Drug/Alcohol	Drug/Alcohol
Staff Meetings	Parent Group	Transitioning	Abuse	Abuse
Committee	Staffing Team	Sexual Harassment	Anger	Anger
Clerical	Child Protective	Other	Coping Skills	Coping Skills
Other	Other		Personal Safety	Personal Safety
			Violence	Violence
			Nonspecific	Nonspecific
			Other	Other

For the activity areas, Classroom Guidance, Small Group Counseling, Individual Counseling and Consultation-Adult Activities, counselors also indicated whether the activity was primarily a crisis/remedial activity or primarily a developmental activity.

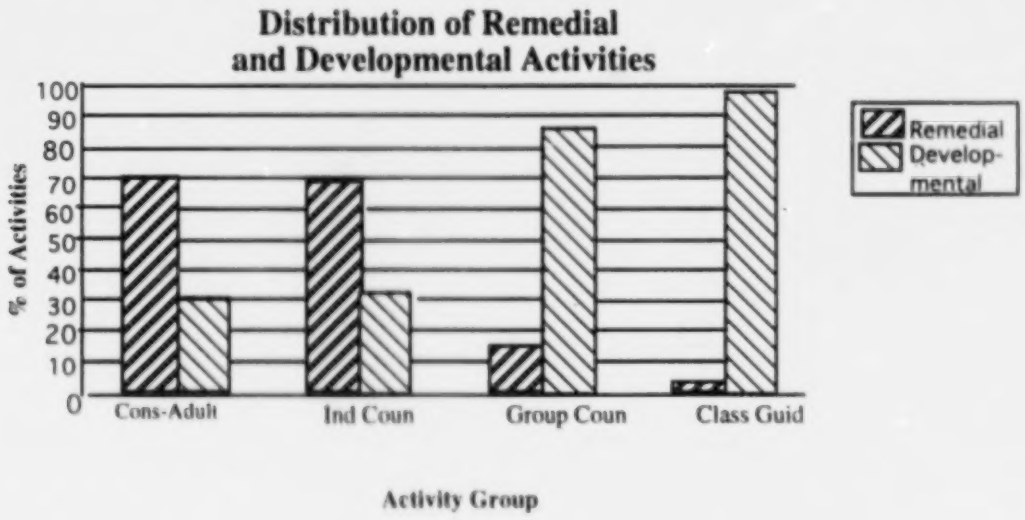
Counselors completed a total of 7,479 activity logging sheets over the course of the study. The following graph illustrates the distribution of activities by percent. (1)Program Coordination, (2)Consultation-Adult Activities, (3)Individual Counseling, (4)Small Group Counseling and (5)Classroom Guidance

Activity Distribution

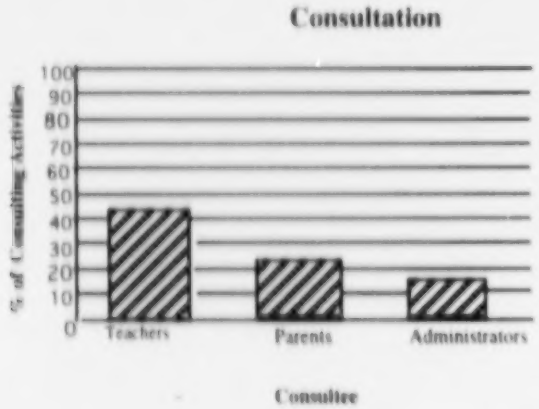


This represents the relative number of counseling activities rather than a distribution of counselor time in each of the five areas. Counselors indicated devoting an average of 10-20 minutes to each consultation and individual counseling activity, while devoting an average of 30-40 minutes to each small group and classroom activity. Logging revealed that during the time when students are at school, counselors' time is fairly evenly divided primarily between classroom guidance, small groups and individual counseling.

Counselors indicated on Consultation-Adult Activities, Classroom Guidance, Small Group Guidance, and Individual Counseling activity sheets whether the activity was primarily a remedial activity or developmental activity. A total of 4,685 sheets were included. Results indicated that 42.3% of all activities reported by counselors were primarily of a crisis/remedial nature, with the remaining 57.7% of the activities of a developmental nature. However, the percentage of activities categorized as remedial or developmental varied by activity group. For example, Consultation-Adult (70%) and Individual Counseling (68%) tended to be primarily remedial activities, while Classroom Guidance (97%) and Small Group Counseling (84.8%) tended to be developmental activities.



When counselors engaged in Consultation-Adult Activities, they tended to have the most frequent contact with teachers who represented 42.6% of consultation contacts. Parents represented 20% of consultation contacts, with administrators representing 12%.



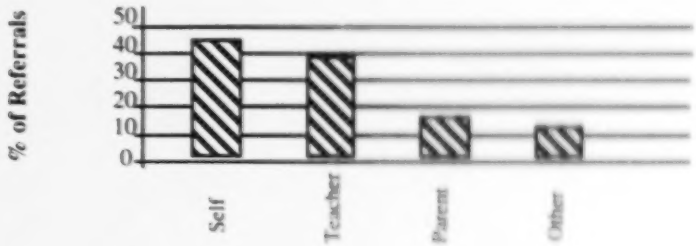
Activity Topics or Purpose

Counselors indicated the topic or purpose of each classroom guidance, small group counseling and individual counseling activity. The categories of Problem Solving, Self-Esteem/Drug Awareness, Friendship/Cooperation, and Personal Safety, accounted for approximately 75% of classroom guidance topics. Counselors agree that personal safety is their number one priority for classroom guidance.

Small group counseling activities tended to focus on Friendship/Peer Relations (36%), Developmental Issues (12%) Social Skills (10%) and a category labeled other (17%). When selecting the category "Other," counselors wrote in the specific purpose of the group. An analysis of these responses suggested that the topics tended to fall into the broader categories of coping skills and decision making. The elementary child's social competence has been found to be an accurate predictor of his or her adjustment as an adult (Cole & Dodge, 1983; Mehaffey & Sandberg, 1992). Research suggests that if no effective interventions are provided for children with social skills deficits, their problems will likely appear later in the adult workplace as the now adult person interacts with co-workers and supervisors. Smoother Sailing counselors address these issues developmentally through small group counseling.

Counselors submitted a total of 1,273 Individual Counseling logging sheets. Because of the trust built by counselors in the building, it is understandable that student self referral was the highest source for individual counseling.

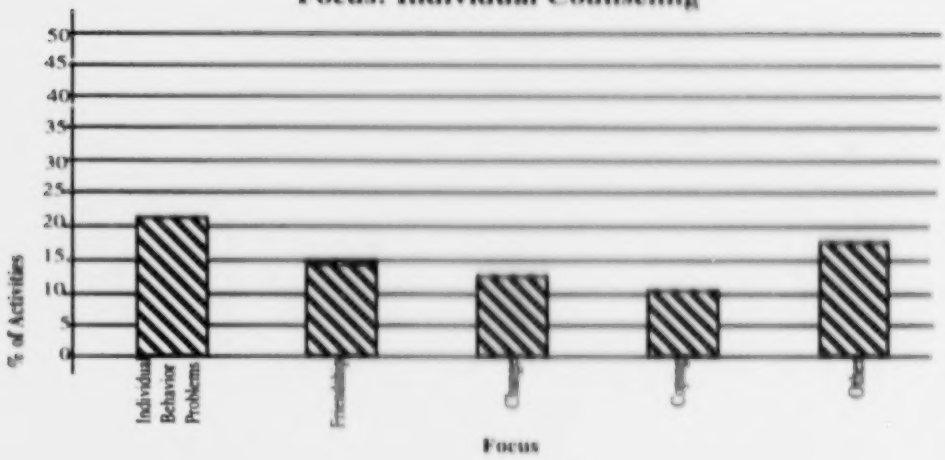
Source of Referral for Individual Counseling



Children and teachers accounted for approximately 75% of all referrals for individual counseling. When children seek out or are referred for individual counseling, the focus tends to be on individual behavior problems (21%). Friendship/Peer Relations was the focus for 14% of individuals referred for individual counseling. Divorce/change/loss issues accounted for 12% of the referrals.

If counselors selected the "Other" category, they reported the specific focus. When these were analyzed, two new issues emerged: academic problems and family issues. While these two categories do not represent a significant portion of individual counseling activities, they do indicate areas not represented on the logging sheet. These areas may represent a evolving trend which counselors will need to address. The distribution of individual counseling across focus is summarized in Table 4.

Table 4
Focus: Individual Counseling



The results of the activity logging program evaluation indicate that counselors are engaging in activities across essential program components. The program is balanced between remedial and developmental activities. Counselors tend to address developmental issues through small group counseling and classroom guidance activities. Remedial issues tend to be addressed through individual counseling and consultation.

Personal Safety Unit Pre-Post Results

Students achieved a mean score of 89% on the post test on the pilot administration of the Personal Safety curriculum test. Mean scores by school ranged from 81% to 92%. Seventy percent of the students scored at or above 90%, while 88% scored at or above 80%. Such high scores indicate these students have acquired knowledge that helps them identify unsafe situations. Results suggest that these students are able to recognize an effective and appropriate response to an unsafe situation. High scores indicate the 155 students completing the post test demonstrate a high level of knowledge about personal safety. The second Personal Safety Pre-Post curriculum test was conducted during 1996-97 in 1/4 of all third grade classrooms in the district. A summary of the pre-post mean scores for each participating school is provided in the following chart.

Pre-Post Means by Elementary School

School	PreTest Mean: Percent Correct	PostTest Mean: Percent Correct	Difference Between Pre and PostTest Means
A	81	87	+6
B	71	59	-12
C	83	86	+3
D	86	88	+2
E	74	85	+11
F	76	89	+13
G	70	75	+5
H	73	78	+5

With the exception of one school, all schools showed an increase in post test means over pre test means. Such increases may suggest that students were able to demonstrate a higher level of knowledge about personal safety following participation in Smoother Sailing's Personal Safety curriculum unit.

Transition Unit Pre-Post Results

In section 1 of the transition survey, students were asked to consider a variety of feelings they may have experienced within the last month about leaving their elementary school and moving on to their first year in middle school. Among the nine emotions posed for their consideration were some positive feelings, including happy, excited, confident and prepared/ready. Using a scale of 1 (most of the time) to 4 (hardly ever), students indicated how frequently they had experienced these positive feelings within the last month. Chart 1 displays the pre-post changes reported by participating students.

Chart 1. Positive feelings toward Middle School

	Pre Test	Post Test
Happy	2.0	1.8
Excited	2.1	2.0
Confident	2.1	1.9
Prepared	2.2	2.0

1-Most of the time, 2- Often, 3-Sometimes, 4-Hardly ever

As can be seen in Chart 1, students reported a slight increase in their experiencing of positive feelings about entering middle school following their completion of the Transition unit (as evident by the mean score approaching 1.0). The remaining 5 emotions in Section 1 of the survey included negative feelings such as scared, worried, confused, frustrated and not prepared/not ready.

Chart 2. Negative Feeling toward Middle School

	Pre Test	Post Test
Scared	3.0	3.2
Worried	3.1	3.3
Confused	3.1	3.3
Frustrated	3.2	3.5
Not Prepared	3.4	3.5

1-Most of the time, 2- Often, 3-Sometimes, 4-Hardly ever

As can be seen in Chart 2, students also reported a slight decrease in their experiencing of negative feelings following their participation in the Transition unit.

Problem Solving Study

The lives of children pose a series of situations requiring children to decide on some course of action. "Problems" occur all along a continuum of significance. Most problems are relatively inconsequential; how to dress for the day or what to eat for breakfast. Other problems pose more serious consequences; how to respond to the taunting of a peer or what to do when friends put pressure on to take a dare. If the inability to effectively cope with these daily problems is linked with emerging social and/or emotional difficulties, teaching children problem solving skills should promote greater well-being among children.

Interpersonal problem solving is a complex process, rather than a unitary social skill. The ability to generate more than one solution to a social problem has emerged as a critical skill, fundamental to successful problem solving in social situations. Smoother Sailing provides a variety of opportunities for children to learn effective interpersonal problem solving skills. Previous studies have determined that Smoother Sailing has been successful in teaching children the basic steps in problem solving. This study was designed to assess the ability of students to generate alternative solutions.

The crucial skill for interpersonal problem solving involves the ability to think of a number of non-redundant solutions. For this study students were able to generate an average of approximately 5 solutions per problem situation. Results follow:

Number of Non-Redundant Solutions

	Bothering	Sharing	Being Picked On
Total # of solutions by 45 student participants	212	206	228

Students in this study demonstrated the ability to generate a variety of solutions to the problems presented to them, suggesting mastery of this crucial skill in interpersonal problem solving. The solutions each student offered were also analyzed in terms of their quality. Each response was coded using the six categories included in the scoring system. Only non-redundant solutions were counted in each individual student's total. These solutions contained a variety of strategies reflecting the six categories used to assess solutions.

Percent of Total Solutions Contained in Each Category

	Aggressive	Passive	Help-seeking	Non-confrontational	Assertive	Cooperative	Total Responses
Number	40	54	148	126	125	153	646
% of Total	6.2	8.3	22.9	19.5	19.3	23.7	100.0

Only about 6% of the total number of solutions offered by students were coded as aggressive. Approximately 31% were coded as passive or help-seeking which represent marginally effective, albeit non aggressive, solutions. The remaining, non-confrontation, assertive, and cooperative, categories represent more competent problem solving which relies on the positive, proactive actions of the student. A total of 62.5 % of the solutions offered by students fell into these three categories. Almost 2/3 of all the solutions generated by students were categorized as positive, effective strategies for solving problems.

The reality of solving problems in "real life" may be that students don't take the time to generate a number of alternatives before taking action. They often seem to act on the first strategy that comes to mind. In order to examine the quality of responses, the solutions offered following presentation of the problem stem were singled out.

First Solutions

	Aggressive	Passive	Help-seeking	Non-confrontational	Assertive	Cooperative	Total # First Responses
# of solutions	7	13	27	27	56	51	181
% of total	3.9	7.2	14.9	14.9	30.9	28.1	100.00

Only approximately 4% of the first solutions were coded as aggressive compared to approximately 6% of all responses. Solutions coded as passive or help-seeking represented 22.5% of the solutions. A total of approximately 74%, almost 3/4, of the solutions were coded in categories representing effective, proactive problem solving strategies. Since these represent the initial thoughts of students, these solutions may be the strategies selected for use in "real life" problems.

Summary

This study attempted to assess the problem solving skills of a sample of students. The results indicated that these students were able to generate an average of approximately 5 solutions to each of three problems situations. This ability to propose several solutions to a problem is highly correlated with effective interpersonal problem solving. The solutions that students generated tended to fall into categories suggesting effective and proactive attempts to solve interpersonal problems. It appears that students can demonstrate effective problem solving skills when presented with hypothetical social problem situations. While this study did not examine the problem solving skills students actually

employed in their everyday lives, students do appear to possess the knowledge needed to effectively solve some of the differences and conflicts they encounter in their lives.

Fourth Grade Problem Solving Study

As a part of the design, students were interviewed to determine how well they could demonstrate or apply problem solving skills by suggesting solutions to six hypothetical, but real to life situations. Students were given a score for each of the six hypothetical situations based on how well they could apply the steps of a problem solving model. Possible scores could range from "1" indicating that the student encountered difficulty in stating the problem, describing feelings and suggesting a viable alternative to solving the problem to "4" indicating that the problem was clearly identified, alternatives and consequences were presented, and an alternative was selected and explained. Generally a score of "3" or "4" was interpreted as indicating that the student could successfully apply the steps of the model. The table below indicates the number and percent of students that attained a score of "3" or "4" for each of the situations presented as well as the number and percent that were successful in all six situations.

Number and Percent Successfully Applying Problem Solving Model

Situation	Number of Students	Pct. of Students
1	39	97.5
2	38	95.0
3	38	95.0
4	38	95.0
5	39	97.5
6	37	92.5
All Six Situations	31	77.5

As shown by the table, over three quarters of the students interviewed (77.5%) were successful at applying the steps of the problem solving model in all six of the situations presented.

Students were also asked to simply name the four steps of a problem solving model that had been studied. Possible scores on this task ranged from "1" to "4". A score of "4 indicated that a student could name in order and briefly explain the four steps. A score of "3" indicated that a student could name the steps, but not in their prescribed order. A score of "1" or "2" meant that a student could name none or only some of the steps. The average score obtained by the forty students was 3.03.

Individual Case Studies Review

Twenty-five case studies were submitted by counselors describing the kinds of students with whom they work in the course of a typical school year and the problems confronting the students. Social behavior problems and behaviors that interfere with the student's academic success account for the majority of referrals to the counselors. Eighteen of the 25 cases dealt with children who had been of concern to parents and teachers for 1 to 4 years. Counselors consulted a variety of sources to gather information about the child's difficulties and frequently conferred with teachers and parents.

Typically, counselors designed, implemented and evaluated a network of interventions to address the problems of referred children. In 20 of the 25 cases, counselors employed from 3-7 interventions, generally coordinating the efforts of teachers, parents, and/or community agencies. Individual and small group counseling in combination with classroom guidance activities, behavioral plans, or referral to community based services formed the core of the interventions employed by the counselors. The majority of the case studies indicate that students made progress toward resolving the issue that lead to their initial referral. Children learned skills that improved their relationships with peers and adults and developed strategies for improving their class work.

Individual Case Studies on Students Exhibiting Challenging Behaviors

Six case studies described problems that students exhibiting challenging behaviors experienced, interventions that counselors tried, and the outcomes of these interventions. In all six cases, significant changes had occurred in the student's family. Four of these cases documented chronic stress in the child's life. Reasons for referring the child generally fell into two categories: 1) behavior that interfered with academic success and 2) behavior that interfered with social and emotional growth. Five cases showed the counselor dealt with both behavioral difficulties disruptive to the student's learning process and to social/ emotional development. Examples of behavior disruptive to others included: outbursts, temper tantrums, displaying a weapon, severe physical aggression and out of seat behavior. Disruptive behavior to self included resistance to rules, violent and oppositional behavior, withdrawal and blaming behavior.

Counselors gathered information from parent, teacher and community agency interviews, behavioral observations, cumulative records, and student interviews. Counselors selected individual and small group counseling as the most common interventions. They had regular sessions with parents and monitored the student's behavior management plan. In five of six cases, counselors used 4 -5 interventions and coordinated their efforts with teachers, parents, and community agencies. Outcomes demonstrate that students made steady progress toward resolving their relationships with peers and developed strategies that improved their academic work. Examples of outcomes described in this study include: "shown a significant decrease in number of outbursts", "appeared happy and less depressed", "is willing to work hard", "was making friends and appeared better able to attend to instruction" and "appears more hopeful". All of the cases indicated planned follow up and continued monitoring of behavior and communication with parents and teachers.

Referral Survey

Other data collected during the spring of 1995 indicates that counselors make use of available community resources to meet the needs of students referred for individual counseling. During this two-week period counselors made 325 student and/or family referrals to a variety of community agencies which provide counseling, intervention for families experiencing violence, youth programs, social/health services, and support for families in grief or alternative education programming.

Smoother Sailing Referral Survey April 1-15, 1995

Reason for Referral	Referral Agency	# of Referrals
Counseling	Children and Families of Iowa	17
	Des Moines Child and Adolescent Guidance Center	12
	Family Counseling Center	3
	Counselors/Social Workers/Psychologists/Psychiatrists	14
	Area Comprehensive Evaluation Services	3
	Midwest Clinical Associates	2
	Student Assistance Program	90
	Parent Training Groups	2
	Spectrum/ Broadlawn/Lutheran Social Services	13
	School Counselor	8
	Total	**164**
Family Violence/ Legal Services	Central Iowa Family Ecology Center/Family Crisis Unit	4
	Child Protective Investigation & Child Protective Treatment	51
	Family Violence Center/ Polk County Victim Assistance	7
	Police	5
	Youth Law Center/Legal Aid/Shelter	5
	Total	**72**
Community Youth Programs	Y Camp/Iowa Methodist Camp Capable/Boys and Girls Club	8
	Iowa National Guard Starbase Camp	9
	ALANON	2
	McPrep (Drake Univ. & McDonalds collaboration)	9
	Moulton Mentoring Program	17
	Target Alliance	8
	Total	**53**
Social/Health	Headstart caseworker	2
	Success	12
	Family Physician	5
	Methodist Hospital-Blank Clinic	2
	Total	**22**
Grief and Loss	Hamilton's Funeral Home	7
	Amanda the Panda	3
	Total	**10**
Educ. Programs	Focus/Phoenix **Total**	**4**
N=43 counselors	**Total # of Referrals**	**325**

Teacher Satisfaction Survey

One measure of the success of any program is the level of satisfaction reported by those who are familiar with the goals of the program. During the spring of 1994 and 1995, teachers completed surveys designed to assess their perceptions of how well the counseling program was accomplishing its mission. Teacher satisfaction was measured through a series of 12 statements reflecting Smoother Sailing program goals. Teacher responses indicated a high degree of satisfaction.

	YES		NO		UNSURE	
ITEM	N	%	N	%	N	%
The counselor has good rapport with the students in my classroom	195	97.5	3	1.5	2	1.0
The counselor is visible and accessible to students in my classroom.	191	95.5	3	1.5	6	3.0
The counselor strives to create a school atmosphere that facilitates students' self-understanding and learning.	190	95.5	4	2.0	5	2.5
The counselor handles my referrals for guidance/counseling services for students in a timely fashion.	192	96.5	6	3.0	1	0.5
The counselor provides beneficial classroom guidance lessons for my students this year.	183	92.9	5	2.5	9	4.6
The counselor provides the opportunity for all of my students to participate in a small group.	193	96.0	4	2.0	4	2.0
The counselor provides the opportunity for students to receive individual counseling.	190	95.0	3	1.5	7	3.5
The counselor is available to consult with me when necessary.	196	98.0	2	1.0	4	2.0
The counselor is available to consult with and provide information for parents of my students.	183	92.0	4	2.0	12	6.0
The counselor has helped with crisis situations in our school when needed.	188	93.5	3	1.5	10	5.0
The counselor willingly works with a broad range of student concerns.	194	96.5	2	1.0	5	2.5
The counseling program is an integral part of our school.	191	94.6	5	2.5	6	3.0

Building Administrator Satisfaction Survey

Building administrators indicated their level of agreement with positively worded items on a scale where 1 represented "strongly disagree" and 5 represented "strongly agree". The range of item averages was 3.75 to 4.31 on the 1991-92 survey and from 4.09 to 4.91 on the 1993-94 survey. Not only were average responses for all items generally positive for both years, but there was an increase in the average response to all items from 1991-92 to 1993-94, indicating stronger agreement by building administrators. The following graph shows the mean responses and rank of the responses.

Item	91-92 Mean	91-92 Rank	93-94 Mean	93-94 Rank
Counselor helped children cope with stressful transitions	4.25	2	4.91	1
Counselor assisted teachers in meeting personal/social needs of children	4.12	6	4.73	2
Counselor provided services and activities of benefit to all students	4.19	4	4.72	3
Counseling activities created an atmosphere conducive to learning	4.07	8	4.64	4
Counselor provided services beneficial to most teachers	4.25	2	4.64	4
Counseling activities developed better student teacher rapport*			4.64	4
Primary focus was developing appropriate interpersonal skills	4.12	6	4.55	7
Counselor developed, organized, implemented guidance program	4.31	1	4.55	7
Primary focus was developing appropriate interpersonal skills	4.19	4	4.45	9
Counseling activities had positive impact on achievement	4.00	10	4.36	10
Counseling activities sensitized teachers to personal needs of children	4.00	9	4.27	11
Counseling activities contributed to reduced disciplinary referrals*			4.09	12
Counseling activities contributed to decreasing suspensions	3.75	12	4.09	12
Counselor helped in identification of students with special needs	3.88	11	4.09	12
Counseling activities improved work habits/study skills*			3.82	15
Counseling activities contributed to reduced absenteeism*			3.64	16

These items were added to the '93-'94 survey

Parent Satisfaction Survey Results

In the fall of 1997, 258 parents of second, third, fourth and fifth graders were surveyed to assess their knowledge of and satisfaction with the elementary counseling program. 156 surveys were returned. The following results demonstrate parents are aware of the elementary counseling program and are very satisfied with the help they and/or their child is receiving from the school counselor.

	yes	no
1. I am aware of the counseling program at my child's elementary school provides individual, small group counseling, and classroom guidance.	138 (95%)	8 (05%)
2. The counselor provides me with information I can use in assisting my child(ren) with his/her emotional and/or educational development.	125 (86%)	18 (14%)
3. I would seek assistance from the counselor in my child's school if my child were to experience educational, personal, or social difficulties at school.	140 (94%)	11 (06%)
4. I feel the counselor/counseling (program) is a valuable part of my child(ren)'s educational development.	138 (95%)	8 (05%)

The results of the parent survey administered in 1997 were compared with the parent survey results from the spring of 1991. In 1991, of the parents surveyed in schools where there was an elementary school counselor, 92% were aware of the counseling program. 95% reported that they would feel comfortable contacting the school counselor. During the 1991-92 school year, Smoother Sailing was being piloted in ten elementary schools and received considerable media coverage. Results from the 1997 survey demonstrate that parents continue to be aware of the elementary counseling program and are willing to work with the counselor when their child experiences problems.

Additional Parent Comments:

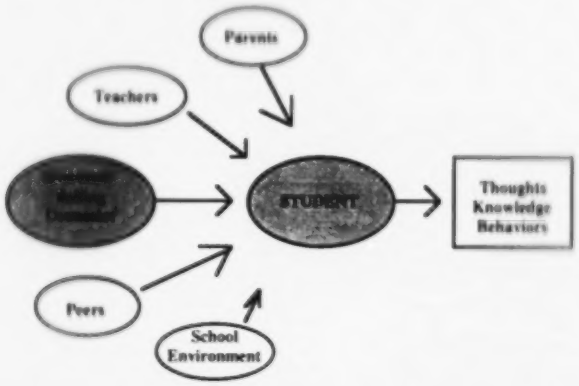
- "Thanks for reaching out to all students at Rice."
- "The counselor is a great case manager for special needs students."
- "Our school counselor is a visible presence in the building."
- "The Smoother Sailing counselor is a wonderful asset. She is intuitive and always willing to help students and parents."
- "Thank you! We have used your teaching skills often. Our children talk about the ways you teach them to work out problems."
- "It is important for children to know adults outside of family members that they can turn to and trust. We are fortunate to have those counselors and teaching staff in our school."

Parent Satisfaction: Case Studies Results

The data obtained from 31 individual student case studies submitted by counselors between 1995-1997 also demonstrates that parents are satisfied with the progress their child or children made because of working with the counselor. They reported seeing significant improvement in their child's behavior and academic work. Others commented that their child seemed happier, had fewer outbursts, and had developed valuable anger management skills. Some parents also reported that they were more aware of their child's needs and gained skills to better meet these needs. Finally, one parent reported that for the first time, she felt that she and the school were working together to help their child be successful.

Impact of Smoother Sailing Program on Student Suspension

The exploration of Smoother Sailing's role in reducing student suspension rates occurs in the context of larger program goals. Program goals for Smother Sailing include addressing many of the factors that underlie a student's vulnerability for suspension. Some of the goals reflect outcomes that may be expected as a direct result of the program's implementation.



Other goals reflect outcomes that the district hopes will be achieved, while recognizing that other factors such as parental guidance, teacher directions, peer pressure and a host of other variables also influence achievement. On the elementary level, counselors address the issue of suspension most generally on the developmental education and preventative levels. However, counselors report an increasing number of students who are experiencing the kinds of problems often occurring as precursors to suspensions and thus requiring more remedial help. A defining characteristic of the Smoother Sailing counseling program is its emphasis on preventative interventions initiated before a child's difficulties escalate to the point of suspension. Results of 32 case studies suggest that Smoother Sailing is successful in helping children learn to deal with problems that are often antecedents for later behaviors that result in suspension. The behaviors addressed by Smoother Sailing counselors in this series of case studies often lead to more serious problems for students if left unattended.

Many students lack the knowledge and skills necessary to solve their problems in productive ways. Smoother Sailing's curriculum offers a unit on problem solving. Problem solving studies in the district demonstrate there was a substantial increase in the number of students able to correctly recognize appropriate problem solving strategies. Students who are able to apply productive problem solving techniques are less likely to resolve differences in ways that may lead to suspension (see problem solving study on pages 27-29).

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Administrators received a survey asking for reactions to a number of items related to Smoother Sailing. Items 12 and 17 deal specifically with suspensions at the elementary level. Items 4, 8, and 10 also address factors that are frequently precursors to suspension.

1=strongly disagree 2=disagree 3=neither agree or disagree 4=agree 5=strongly agree

		Mean
4.	A primary focus of the counselor was developing appropriate interpersonal skills.	4.55
8.	Counseling activities contributed to creating an atmosphere conducive to learning.	4.64
10.	A counselor helped children cope with stressful life transitions such as divorce, middle school, death, ets.	4.91
12.	Counseling activities contributed to decreasing the number of student suspensions.	4.09
17.	Counseling activities contributed to reducing the number of disciplinary referrals to the principal.	4.09

The results show that elementary building administrators agree that Smoother Sailing counselors contributed to an enhanced learning environment and reduced the incidence of problem behaviors. At the middle and high school levels, counselors struggle with constraints placed on them by administrative roles and duties. These activities often preclude the direct delivery of service that characterizes Smoother Sailing at the elementary level. This struggle is being addressed through pilot programs at Callanan Middle School. The counselors have developed curricula and a structure to deliver the developmental/preventative guidance curriculum to more students. A review of Callanan's suspension data since 1994 demonstrates the positive impact of the program on students.

School Year	# of Students Suspended	# of Students Enrolled	% Callanan Students Suspended	% of District Middle School Students Suspended
1994-95	249	733	34	31.6
1995-96	215	728	29.5	33.6
1996-97	187	711	26.3	30.9

The number and percent of students suspended at Callanan has declined each year since 1994-95. Comparing the percent of Callanan students suspended to the percent of all district middle school students shows that the rate of decline exceeds changes at the district level.

Middle School Guidance and Counseling Outcomes

Middle school counselors serve and are accountable to students, staff and parents. The following evaluation activities demonstrate the impact the middle school counseling program has on helping students adjust and succeed in school and prepare for the world of work. Outcomes from evaluation activities follow:

Personal/Social Domain

Small Group Counseling

1996-97 Use of Group Counseling by Middle School Counselors

	Total # of Groups	Avg. # of Members	Total # of Students
School Counselors	142	7.6	1079
SWS Counselors	54	7.0	329
Community Agency	64	8.0	562
Co-Facilitated *	4	7.5	30
TOTALS	264	Ave 7.5	2000

* School Counselors and Community Agency Representatives

Group counseling and group guidance are used as interventions or strategies by a variety of professionals working in the middle school setting. The middle school counselors and SWS counselors facilitated 196 groups during the 1996-1997 school year which involved approximately 1408 students. Counselors also coordinated the efforts of representatives from various community agencies to facilitate groups in the school setting. Counselors took advantage of the expertise in specific areas brought by various community agencies. Over 70 additional groups were facilitated by these representatives or co-facilitated with a counselor and focused on family violence, sexual abuse and gang violence.

Group counseling is an intervention appropriate to both the proactive, preventative and reactive, remedial functions of the middle school counselor. The table below summarizes the variety of groups that approximately 2000 students participated in during the 1996-97 school year.

1996-97 Areas of Group Focus

School Counselor	SWS Counselor	Community Agency
Decision Making	Decision Making	Diversity
Social Development	Social Development	Surviving Sexual Abuse
Changing Families	Changing Families	Problem Solving
School Issuers/ Study Skills	Life Skills	Goal Setting
Preventing Substance Abuse	Study Skills	Teen Issues
Loss	Career Development	Leadership
Managing Behavior	Problem Solving	
Problem Solving		

Referral Survey

Information showing the extent to which middle school counselors make use of available community resources to meet the needs of students referred for individual counseling was collected during October 1997-98 school year. A total of 172 student or family referrals were made this period by 16 middle school counselors. Referrals were made to community agencies which provide counseling, interventions for family problems, youth programs, social/health services, family support programs, and alternative education programs. It is important to note that this was not a typical month, since CIMS was being implemented during this period.

Middle School Counselor Referral Survey - October 1997

Reason for Referral	Referral Agency	# of Referrals
Personal/Social Counseling	Employee and Family Resource	55
	Mercy Franklin (alcohol/drug)	7
	Broadlawns	4
	Lutheran (Dual Diagnosis)/Spectrum	5
	Casady-Life Options Program	7
	Bureau of Refugee Services	2
	Child Guidance	3
	Total	**83**
Social/Health Services	School Nurse	4
	Alateen	3
	Total	**7**
Community/Youth Programs	Big Brothers/Bid Sisters	2
	New Directions	5
	YMCA	2
	Total	**9**
Job/Vocational	Boy Scout Seminars	**Total**
Legal Services/	Department of Human Services	14
	Youth Law Center	3
Department of Human Services	Iowa Homeless Youth	2
Family Violence	Polk County Victim Services	10
	Young Women's Resource Center	1
	Children and Families of Iowa	2
	Youth Emergency Shelter	6
	Family Violence Center	4
	Total	**42**
Grief/Loss	Hospice/Touching Our Grief	2
	Total	**2**
Alternative Education	At Risk Consortium	3
	Casady	8
	PACE	6
	Orchard Place/Focus	11
	Child Guidance	1
	Total	**29**
	Grand Total	**172**

Educational Domain

Each student at all middle schools completed a schedule according to his/her academic plan with a counselor. Scheduling was completed in classroom settings, in small groups, or individually. Parent/student/teacher conferences have been scheduled throughout the year upon parent, teacher, or administrator request. Counselors addressed the specific needs of hundreds of students in Child Study Team meetings. Counselors planned, organized, and oversaw the district's testing program at the building level which consists of objective-based tests as well as standardized tests. Organizational and study skills were taught in a variety of ways. For example, Callanan students were taught the skills in a exploratory wheel classroom.

Career Domain

The Middle School Evaluation Committee selected career exploration as one focus for program assessment activities for 1996-1997. The committee surveyed middle school counselors to determine what career awareness and exploration activities were occurring during the 1996-97 school year. Middle schools were using the Choices Junior Career Program. The program was used by 1307 eight grade students. Counselors utilized various classrooms, computer labs and the counseling office computers to facilitate this process. Other activities used for career exploration include service learning projects, quest speakers, field trips to job sites and university campuses as well as hosting career day programs. During 1997-98 schools will be updating to the Choices Futures Program and giving their Junior Career Program to interested elementary counselors.

Middle school counselors are working to articulate student's career information with high school counselors. For example in the Roosevelt feeder group, the high school career counselor and Callanan and Merrill middle school counselors have collaborated for the past two years on with student portfolios using the Choices Junior student career information. The counselors at Meredith and Hoover are also working a career portfolio.

Small Group Space Audit Summary

Counselors were asked where they met with groups in their buildings and to discuss the adequacy of the facilities they have available for group counseling. Counselors reported using a variety of spaces in their buildings and are often quite creative in designing the space they need. Eight counselors reported using their offices for groups, with 1-2 counselors reporting using a variety of other building areas, including the basement teachers' lounge, classrooms, library, cafeteria, and conference room. One counselor converted a storage room into a space for meeting groups.

Generally counselors were able to meet their groups in the same space consistently. However, they found that the spaces available were small and therefore restricted the number of members who could participate in each group. Overall, counselors ranked the adequacy of the space available as not adequate (2.3 on a 4 point scale, 1-very inadequate to 4-very adequate).

High School Guidance and Counseling Outcomes

High school counseling programs have a positive impact on students' personal/social adjustment, academic adjustment, educational understanding, and career decision making skills. Through individual counseling, group counseling, and classroom guidance activities, students acquire skills and competencies necessary for school adjustment, educational planning, and career decision making.

The following table illustrates the various classroom guidance activities conducted by counselors in three of the comprehensive high schools during a typical school year. The volume and variability of classroom guidance activities makes it necessary to summarize the activities in broad areas. Each category represents an array of similar activities with different titles and delivery systems unique to individual schools.

East, Hoover, Roosevelt Classroom Guidance Presentations

	(Grade Levels 1996-1997)				School Totals
Guidance Topics	Ninth	Tenth	Eleventh	Twelfth	Classroom Presentations
Educational Planning/ Scheduling	70	69	48	46	233
Career/Vocational Planning	15	35	74	80	204
Grade Level Orient. (ex, newsletters)	40	30	24	21	115
Personal/Social Information	102	92	12	20	226
Test Information/ Interpretation	0	46	45	12	103
New Student Orientation	24	5			29
Other- ESL, financial aid, test preparation, study skills, crises issues, peer helpers	88	49	63	32	232
				Total	1042

Note: In addition to individual counselor classroom presentations, some of the activities listed above are conducted by a pair or team of counselors.

Referral Survey

Data collected during April, 1996-97 school year show the extent to which high school counselors utilize the various resources available in the community. There were 451 referrals were made to community resources to supplement counselor efforts to accommodate student/family needs. Typically referrals were made to agencies providing counseling, social/health services, and alternative educational programs.

Guidance & Counseling High School Referral Survey, April 1997

Reason for Referral	Referral Agency	# of Referrals
Personal/Social Counseling	Employee and Family Resource	30
	Project Uplift	6
	Success	32
	New Beginning/Mercy Franklin	6
	Lutheran (Dual Diagnosis)/Spectrum/Broadlawns	23
	Youth Emergency Shelter Services	7
	TOTAL	**104**
Family Violence/Legal Services	Youth Law Center	8
	Youth Offenders Programs/DHS	4
	Iowa Homeless Youth/Polk County Victim Services	7
	Young Women's Resource Center	3
	Children and Families of Iowa	9
	TOTAL	**31**
Alternative Education Programs	Casady/Scavo	39
	Des Moines Area Community College	4
	PACE/Orchard Place/Juvenile Offender	10
	At Risk Consortium	55
	TOTAL	**108**
Job/Vocational	New Horizons/SWS Work Experience	75
	CAI (IMMC Program)/Mercy	5
	Boy Scout Seminar	12
	Talent Search/Upward Bound/Job Corp.	63
	School to Work Experience Coordinator	12
	TOTAL	**167**
Health Services	Visiting Nurse	15
	Family Physician/School Nurse	12
	TOTAL	**27**
Grief/Loss	Hospice/Touching Our Grief/Hamilton's	14
	TOTAL	**14**
	GRAND TOTAL	**451**

Academic/Educational Domain

All students enrolled in grades 9-11 received assistance in their educational planning culminating in the individualized course selection for the next school year. All high school students had the opportunity to review these course selections for the second semester of each year; this is done either individually or in classroom-size groups. Counselors coordinated and/or administered all the internal and external standardized testing such as ITBS, ACT, PSAT, PLAN, and Work Keys as well as test preparation classes. Counselors monitored progress toward graduation by reviewing graduation requirements and credits earned.

Information From 1997 Senior Survey and Destination Plans of 1997 Graduates
According to the *1997 Destination Plans of High School Graduates*. 92, 1 percent have developed plans following high school graduation. This reflects that high school counselors have been successful in helping students formulate their future plans. In the *1997 Senior Survey*, 93 percent of the students indicated they planned to continue their education in some manner with 37.6 percent planning to attend a four year college. Students generally agreed with positively worded statements relating to scheduling and educational planning. The table below summarizes for two of the items in this section of the survey.

Item	Average Response
I was able to get the courses I wanted to take.	1.7
I was able to get the elective courses I wanted to take.	1.9

Scale: 1=strongly agree 2=agree 3=neutral 4=disagree 5=strongly disagree

Students were asked to provide information about eleven curricular areas as to the extent they agreed or disagreed that these classes provided information about careers, preparation for the world of work and challenging learning activities. Central Campus students responded about vocational and academic courses. The table below indicates the average response across all curricular areas for three items.

Item	Average Response
Appropriate classes provide information about careers.	2.5
Classes provide preparation for the world of work.	2.4
Classes provide a variety of challenging learning activities.	2.3

Scale: 1=strongly agree 2=agree 3=neutral 4=disagree 5=strongly disagree

Counselors made available a great deal of information about colleges, universities and other post secondary training programs. College and/or vocational school applications and recommendations were completed as 70 percent of all students apply to either a college, university, or vocational school upon graduation in this district.

Career Domain Activities conducted include: coordinating with Central Campus programs, providing seminars, coordinating College Fair, organizing senior transitional conferences arranging post-secondary institutional representatives, student interviews, assisting students in application for scholarships and grants, and helping students prepare resumes. Juniors received Road to Work/ Road to College Handbooks. Preparation classes for the PSAT, SAT, and ACT have aided 150 students. ACT/SAT software and study books were purchased and used by over 200 students.

Scholarship Information Since 1994, scholarships totaling $16,835,496 were awarded to 1,021 Des Moines graduates, demonstrating that counselors played a pivotal role in assisting students in the financial aid process. In 1997, 259 students or 16 percent of the graduating class reported being awarded one or more scholarships. The total amount awarded in 1997 was $3,899,831. The table below desegregates the scholarship recipients by gender and ethnic group and shows the dollar amount reported for each group. It is important to note that many scholarship dollars are not reflected in the report due to late announcement of awards and students failure to report awards. For example at North High School during the 1996-97, 76 out of 215 students were offered scholarships. $552,472 scholarship dollars were offered and accepted; $356,100 scholarships were offered and not accepted. There were 29 males and 47 females. Of these 76 students, 19 were minority students.

1997 Scholarship Recipients by Gender and Ethnic Group*

Group	Number of Students	Dollar Amount
Male	107	$1,928,901
Female	152	$1,971,630
Asian	27	$212,266
Black	23	$237,150
Hispanic	3	$22,000
Native American	1	$34,000
Other Minority	3	$90,500
White	203	$3,303,915
All Minority	56	$595,916
All Non-Minority	203	$3,303,915
TOTAL	**259**	**$3,899,831**

*as reported by January and May 1997 graduates on *Destination Plans of 1997 Graduates* Survey.

Innovative Delivery Structures

Roosevelt

Educational and Career Domains: Roosevelt counselors successfully met the program goals: (1) to work with feeder middle school students to develop their career awareness; (2) to assist all Roosevelt students in completing an individual career plan and (3) to provide assistance with academic placement, four year planning and progress monitoring. The following activities demonstrate this:

- The career education counselor, in collaboration with middle school counselors and teachers, distributed "Get A Life" portfolios to middle school students. The portfolios served as a career development interest assessment and file for students' work.
- All Freshmen took the "Career Decision Making Inventory" and attended Career Day.
- Sophomores completed the GIS "Occupations Search" and updated their counseling record cards and individual career plans. Many students used information for class assignments.
- Juniors reviewed individual career plans and counseling card. They completed the ASVAB or Holland's Career, participated in Career/ Shadowing Days. 314 juniors completed the ACT/ SAT.
- 81% of seniors successfully maintained an individual career plan. (The 1996 graduating class had 79.9% of career plans maintained.) Students received portfolios.
  application for college as demonstrated by the dramatic increase in scholarships dollars awarded to graduating seniors increasing from $690,074 in 1996 to $1,525,905 in 1997.
- There was 54% decrease in the number of schedule changes from 1193 to 1997, hopefully demonstrating that students made wiser choices in educational planning due to the increase of contact with counselors.

Hoover
As part of the ongoing assessment of the students and of the program, the Work Keys Assessment was administered to all ninth grade students. Work Keys measures skills including reading for information, applied mathematics, listening, and writing. ASSET Assessment is planned for all eleventh grade students. Staff and student assessment is planned, but not completed at this writing. It is hoped to maintain a quality program by continuously seeking to improve curriculum, instruction, and assessment

District Guidance and Counseling Outcomes

District Guidance Advisory Committee. Two areas of concentration were identified for 1995-97; (1) assessment of high school student needs satisfaction with the Guidance and Counseling program. (2)assessment of the current state of the high school counseling programs and how to support counselors in implementing a integrated comprehensive program that would assist all students.

High School Student and Counseling Department Survey Interview Summary
Assessing student perceptions of the program has provided counselors with information vital to the delivery of a program. Students view counselors as caring adults who are generally available to assist them with a variety of needs. However, students frequently requested more individual attention from counselors, especially about career and college planning. Students wanted counselors in the classroom and more available in their day to day interactions. The need for more information was evident in most areas of guidance and counseling. Concerns that students worry about (i.e., peer relations, course grades, career choice, etc.) were identified and categorized in one of the three components of the counseling program for planning future services.

This interview project designed and implemented by the Guidance Advisory Committee provided information about the current state of the counseling programs and the dreams of counselors for their programs. While the counseling programs show a great deal of variance, there are many strong, common elements. All counselors strive to implement programs which consider the varying needs of students from different populations, as well as the developmental needs of all students. They provide direct counseling services to students through individual and group counseling, coordinate the efforts of other school staff and community agency representatives, consult with students, teachers and parents.

In general, counselors see a need to expand their services so more students can participate. To do this, counselors need more time, additional clerical help, and more office space to work with larger groups of students. Reassigning responsibility for some of the quasi-administrative tasks would open up more time for counselors to manage their programs. Scheduling adjustments would provide counselors with more time to help students. New career software and improved technology will also serve to enhance programs, especially in the area of educational and career development. Finally, having counselors specialize in specific areas of expertise and responsibility (e.g., Roosevelt model) could be supported, evaluated and modified for other buildings. With the support of teachers, parents, building and district administrators, and the community, the high school counseling program can become integrated into the total high school program.

Building Improvement Objectives and Outcomes

Counselors teamed with administrators, teachers, and support staff have successfully fulfilled the following objectives. Of over 60 school improvement plans received, 36 (69 percent) address one or more issues related to guidance and counseling. Areas included behavior, character, social skills, respect, responsibility, diversity, problem solving, careers and safe environment. Counselors teamed with administrators, teachers and support staff have successfully fulfilled the following objectives.

Hanawalt continues to promote improved socialization between children with special needs and all students and staff via the neighborhood school program. Opportunities continue to be abundant for students to receive self contained services with peer helpers visiting their classroom to ensure their academic and social growth. The counselor collaborates with the staff to insure everyone has opportunities to learn via the community based instruction.

Jefferson has been tracking patterns of student behavior over a four year period. Expectations of students during detention periods has also been monitored. Daily, monthly and quarterly reports contain more information to communicate with staff and parents. The total number of detentions issued in 1996-97 declined from the previous year. The counselor monitored the detentions and checked for student frequency and teachers reports. She taught a social skills curriculum that addressed these areas; worked with problem skills with repeat offenders, and consulted with the principal.

Park Avenue conducted, analyzed and reported results on a survey to help determine areas in need of improvement related to safety and orderly environment. Social skills are regularly taught by the Smoother Sailing counselors. The counselor serves on the safe and orderly committee. She consults with the business partner for assistance with the "praise" notes to communicate the results

Willard has been working to encourage students to demonstrate appropriate social skills in the classroom and on the playground. A specific skill is explained and modeled each week. A system for rewarding students for appropriate use of skills. Student use of appropriate social skills increased in 1996-97.

Callanan is promoting collaboration between students and teachers in planning for success. A group of 17 student body representatives greets guests and gives tours of the building.

Central Campus has been working to improve support, understanding and perceptions of all programs. A job fair held in 1996-97 noted an increase in participation of both students and businesses. Other efforts included redesign of the logo, an improved presentation to the comprehensive high schools, and development of a home page.

East High School is working on a program that will help students develop a post secondary transition plan. Counselors are an integral part in implementing this goal. They assist with administration and interpretation of testing. Approximately, 400 students received educational/vocational testing services during 1996-97. Distribution and presentation of the District's "Road to Work Handbook" to approximately 400 students is a classroom activity of the counselors. They are involved with the bi-monthly Boy Scout Career Seminars. Portfolios are to be introduced to students in the spring of 1998. Counselors will advise homeroom teachers and help coordinate the process.

Honors and Recognitions

Offices held by counselors:

- President, Iowa Association of Alternative Education
- President, Iowa Counseling Association, Chapter 11
- President-Elect, Iowa Counseling Association, Chapter 11
- Membership Chair, Iowa Counseling Association
- President, Des Moines Counseling Association

Honors:

- Received sixty requests for Smoother Sailing Curriculum from 1995-97.
- Federal Elementary School Demonstration Act provided funding enabling other districts to replicate Smoother Sailing.
- Basic School: A Community for Learning, The Carnegie Foundation for the Advancement of Teaching, 1995. Ernest Boyer recognized Smoother Sailing program.
- FINE Award presented to Callanan Middle School Counseling program.
- Counselor Co-authored Fine grant providing group counseling to Iowa students on fiber optics
- Women's League Hall of Fame Award
- Iowa Public Television Student Voices/Student Choices--April 1997 - featured Smoother Sailing counselor and Woodlawn's peace efforts.
  November 1996 featured Callanan's Service Learning.
- Iowa School Communications Awards for:
  Outstanding Newsletter (Roosevelt and Woodlawn)
  Handbook Publication (East)
  Best Overall for Department Newsletter (central office)

Publications:

- Article published in the American School Counselor Association Counselor, June 1994
- Smoother Sailing cited in Redbook, June, 1996
- "Lessons from 'The Little Prince': Creating therapeutic relationships with children" Elementary School Guidance and Counseling, Spring, 1998
- "Teaching Peace" Teaching Tolerance, Spring, 1998
- Des Moines Register
  - "Jackson Students Learn "CPR", 11/17/97
  - "Increasing the Peace" - 12/25/96
  - "Lessons in Giving" - 12/25/96
  - "Holiday Drive - 12/25/96
  - "Preparing for College" - 1/8/97
  - "Central Iowa Residents Perform Random Acts of Kindness" - 1/22/97
  - "Preparing for College" - 10/12/97.

Committees:

- Task Force on Securing Electronic Information-National Center for Educational Statistics
- Midwest Regional College Board Council
- Iowa Commission on Status of Women Task Force
- Iowa Department of Education Counseling Task Force
- ACT Iowa Council
- University of Iowa Admission Advisory Council
- Advisory Council for Iowa State University Hixson Scholarship
- Heartland Education Agency Guidance/Counseling Advisory Council
- Aerospace Education Council Member

Nationally Certified Counselors About 15 percent of the counselors are Nationally Certified Counselors. To use the NCC designation, the counselor must successfully pass a rigorous certification examination. National certification demonstrates significant evidence of counselors' professionalism and commitment.

FUTURE PLANNING

"All children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment and to manage their own lives, thereby serving not only their own interests but also the progress of society itself." (A Nation At Risk)

Students "competently guided" to take full advantage of academic opportunities, to develop life-coping skills, and to acquire the interpersonal skills necessary to relate positively with others is to the desired outcome of the Guidance and Counseling program. The challenge is how to make the transition from the services model to a comprehensive, developmental program. The elementary counseling program has successfully made this transition. Secondary counselors are currently taking steps in this direction and, for now it means carrying out duties provided by the current organizational structure while simultaneously designing and piloting different structures. In order to meet the needs of our youth today and into the next millennium, counselors must provide students a systematic process to develop educational and career plans. To do this, the district must address the following needs.

1. <u>There is a great need to maintain a full-time counselor in every elementary building and to stop the trend toward higher student/counselor ratios.</u>

Elementary students face unparalleled stresses and demands. They need to achieve basic academic skills, to set appropriate educational goals, to develop healthy relationships, to respect and cooperate with others, to make responsible, safe decisions, to resist negative outside pressures, and to learn how to work with others. A full-time counselor in each elementary building and an appropriate student/counselor ratio are essential to enable all students to achieve success in school and to develop into happy, contributing members of our society.

2. <u>Secondary counselors need to continue to seek ways to successfully implement a comprehensive, developmental guidance and counseling program.</u>

A comprehensive guidance and counseling program demands flexibility and a delineation of roles and responsibilities that involve counselors and educational staff. Implementing this program will meet the complex needs of students and resolve many concerns with past guidance programs. If successfully implemented, the program will be an integral part of the total educational system and be more student-outcome oriented rather than counselor-activity oriented. The program will be proactive rather than reactive. More students will be reached through group guidance. Counselors will increase their collaborative community efforts. It will provide for more objective rather than subjective evaluation. Counselors, coordinators, supervisor and the Guidance Advisory Committee members will identify ways the program can be delivered in a more integrated, effective fashion to all students. Annual focus areas will be identified, piloted and evaluated in order to successfully articulate the program K-12.

3. <u>The need to streamline scheduling and to provide for additional clerical assistance has been documented in every external study</u>

Counselors want to take a more proactive rather than reactive approach in their programs. They seek ways to more effectively address the developmental and remedial needs of all students. More counseling time is necessary to assist students as they transition into middle or high school or into post secondary education or the world of work.

Creating student schedules and schedule maintenance has dominated secondary counselors' and coordinators' time. There is a need to constantly monitor the time counselors and coordinators spend on non-counseling/scheduling duties and identify ways of reducing that time. Counselors and coordinators are concerned that their job descriptions will continue to be redefined and less time will

be available to directly work with students. It is our hope that non-counseling related and data entry responsibilities will be reassigned and, when CIMS is fully implemented, the entire scheduling process will be streamlined.

4. There is a need for additional support for systematic, on-going K-12 program evaluation and for evaluation of the various pilot programs.

Systematic evaluation will provide a solid foundation for demonstrating the quality of the elementary guidance and counseling program and the success of the secondary guidance and counseling pilot programs. The feedback generated through on-going evaluation will yield valuable data enabling counselors to better identify and meet the needs of students. Our department will continue to examine the structures of the program, how consistently these structures are implemented, and the impact of the activities carried out through these structures on students and families. The supervisor will work by feeder system to assess how the curriculum is articulated. The Guidance and Counseling Department will work to balance the value of research activities against the practical constraints that come with their implementation. The following constraints have been identified by the K-12 counseling evaluation committees:

- Counselors and student services coordinators, the district counseling supervisor, and district evaluation department will need to contribute a portion of their time to the evaluation.
- The cost of the evaluation must remain within budget allocations. Important impacts of guidance and counseling activities represent constructs that are difficult to assess. Evaluation activities must be designed that will assess these constructs while those designing the activities remain cognizant that, at best, the effectiveness of the program may only be inferred and not necessarily proven.
- The evaluation will have to be conducted in the context of the variability in personnel and program implementation necessitated by maintaining the flexibility required for meeting the needs of individual school populations.